

AMERICAN YOUTH

AN ANNOTATED BIBLIOGRAPHY

By
LOUISE ARNOLD MENEFEE
and
M. M. CHAMBERS

Prepared for
THE AMERICAN YOUTH COMMISSION



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The American Council on Education
Washington, D. C.
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FOR E W O R D

THE American Youth Commission was organized in September, 1935, by the American Council on Education. Sixteen men and women were selected for membership on the Commission, and were asked by the Council to:

- (a) consider all the needs of American youth and appraise the facilities and resources for serving these needs;
- (b) recommend eventually some procedures and programs which seem to be most effective in solving the problems of youth; and finally to
- (c) popularize and promote desirable plans of action through conferences, publications, and demonstrations.

Members of the Commission are:

Will W. Alexander, Atlanta and Washington
Ralph Budd, Chicago
Lotus D. Coffman, Minneapolis
Dorothy Canfield Fisher, Arlington, Vt.
Willard E. Givens, Washington
Henry I. Harriman, Boston
Robert M. Hutchins, Chicago
George Johnson, Washington
Chester H. Rowell, San Francisco
William F. Russell, New York City
John W. Studebaker, Washington
Henry C. Taylor, Chicago
Miriam Van Waters, Framingham, Mass.
Matthew Woll, New York City
Owen D. Young, New York City
George F. Zook, ex officio, Washington

American Youth: An Annotated Bibliography takes its place in the series of preliminary reports prepared by the staff of the Commission. With its 2,500 annotated entries, representing recent writings in a score of major areas of human knowledge, it is the most comprehensive survey and digest of the literature of youth problems now available. It touches many facets of our complex modern society, and is designed to be useful to persons of all ages and in all walks of life who wish to keep abreast of current thought regarding the care and education of youth.

HOMER P. RAINES,
Director.

ACKNOWLEDGMENTS

To the more than two thousand writers whose works on various youth problems we have studied and annotated our first debt of gratitude is due. We are also grateful to the editors and publishers who assisted us by bringing appropriate books and articles to our attention.

During the progress of our work we were aided by expressions of kindly interest from the members of the American Youth Commission of the American Council on Education. We are indebted to the Reverend Doctor George Johnson, a member of the Commission, who gave us the benefit of his inspection and approval of the manuscript.

From the Director and other members of his staff came encouragement and counsel at numerous times. Conspicuous recognition is owed to Miss Elaine Exton, a temporary member of the staff who gave us enthusiastic collaboration for a few weeks during an intermediate stage of the work, and contributed many annotations within that time.

For errors and omissions we must alone stand responsible, knowing that in a book so broad in scope many shortcomings will be found. We invite corrections and suggestions for use in supplements or future editions.

Louise Arnold Menefee
M. M. Chambers

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Except for its own publications, the American Youth Commission of the American Council on Education does not have any of the items mentioned in this bibliography for sale or distribution.

INTRODUCTION

WOULD you like to find a magazine article on youth movements in America? A report on what young people are thinking about work, wages, war, religion, marriage? A booklet on how to apply for a job?

Perhaps you would like an appraisal and criticism of the Civilian Conservation Corps, an article on work-camps in Germany, or a report on the effect of the depression upon the nutrition and health of children in America. How about the outlook for rural youth? What are the interests and aptitudes of Negro youth? Do you know what a community survey of youth is and how it is made?

Do you want a pamphlet about venereal diseases? A description of folk-schools in Denmark? A scientific report on how long couples who elope stay married? A book on amateur dramatics? An article telling what the United Youth Movement is?

Are you seeking the story of the American Youth Congress? What kind of clubs can a boy or girl belong to, and how many young persons never belonged to any? Do you want to read plans for the prevention and treatment of juvenile delinquency? Do youth really want peace and international friendship? Is alcoholism a subject of importance to youth? What is marijuanna? What does a leading professor of sociology say about choosing a husband? What is a tiff mine? Did the N. R. A. abolish child labor for good, or do many boys and girls under fifteen still work for wages when they should be in school?

What is a museum for? What is the problem of leisure? What is the relation between education and recreation? What is the future of the local public junior college in America? You are looking at a guide-book which will show you how to find some things that have been written about these and a great many other topics relating to the welfare of young persons.

This is an annotated bibliography of the literature of youth problems published largely since 1930. Its chronological boundaries are not entirely rigid, however. A considerable sprinkling of items published in 1930 and earlier is included. In general, the coverage becomes somewhat more complete as the more recent years are reached. Several items published early in 1938 appear, though the fact that this book went to press in February made it impossible to cover more than a small fragment of the literature of that year.

Not for any year nor for any period does this collection purport to be wholly exhaustive. It does, however, afford a sort of panorama of the writings on youth problems during the great depression period. Probably historians of the future will mark off this period as a distinctive epoch. Certain it is that the period has produced an unprecedented volume of writings on the welfare of youth, and witnessed many changes in their status and prospects, as well as many new enterprises instituted by public authorities and by private organizations to meet new needs confronting young persons. In this book the effort has been to bring together something of the substance and tone of the product of more than two thousand writers whose voices have been heard in the land during the present decade. To what extent the result is discordant babel, and to what extent it is harmonious chorus, the reader may determine for himself.

The table of contents indicates a comprehensive scope, crossing the boundaries of many fields having a voluminous professional or technical literature of their own. It is only thus that a well-rounded view of the care and education of youth may be obtained. Unprecedented progress in minute specialization, admirable and awe-inspiring as it is, places us in some danger of neglecting to see the problem whole.

It is for those who seek to consider many facets of American youth problems that this bibliography has been prepared. In a hundred cities and a thousand towns, and in uncounted rural communities in three thousand counties, there are citizens whose social conscience and parental interest give them a high stake in the welfare of youth. Business men, housewives, members of women's clubs and of civic organizations, pastors, teachers, and parents—all these have, in addition to their several occupational and professional interests, a genuine solicitude for youth. This is a generalized layman's interest, impatient with technicalities but eager to see all around a problem and seize upon the upshot of it.

To persons having such an interest this book is designed to bring a composite abstract of the recent literature of the field, intelligible of itself and also serviceable as a key to the vaster resources of libraries and publishers.

To practitioners in any particular professional field who keep well abreast of their professional literature, it will be readily apparent that this book is not exhaustive in that field, and not designed as a professional tool except for the purpose of affording a means of contact with the broad range of current youth problems. Few modern professional

workers want to be without such contact. To be sure, too, the chapters or sections pertaining to particular professional fields will generally be found to include references to at least some of the best scientific literature of recent years, and not by any means to be limited to the popular level.

The scope of this bibliography not only ranges across many areas of knowledge, but also across many types of publications. Neither exclusively technical nor exclusively popular, it embraces diverse sources, from an occasional newspaper story or article in a "slick paper" magazine to a doctoral dissertation or a scientific report in several volumes.

A popular book in reportorial style may be entered alongside a most exacting technical paper, and a textbook may appear in conjunction with a mimeographed release of only a few pages, if both items relate to the same phase of the welfare of youth. Pamphlets issued by governmental offices or other agencies are entered frequently, especially when known to be readily obtainable either free of charge or at nominal prices.

The professional periodicals in education, public health, recreation, social work, religion, psychology, and other fields have been drawn upon, as have also the several literary monthlies and quarterlies. These latter are generally available in even the smallest public libraries. In the index will be found the name of every periodical to which reference is made. This will enable the reader to find easily all references pertaining to any one magazine. Likewise the name of every author whose work has been cited appears in the index. Thus all references to any one author may be found at once. A third feature of the index is its topical classification, making possible the speedy inspection and comparison of all references bearing upon any of scores of topics.

A separate directory of book publishers forms an appendix which will be useful to those who wish to obtain any book cited. Lastly, attention should be drawn to the fact that Chapter XIX is a bibliography of bibliographies bearing on youth problems, and affords a key to the literature of the field on a scale broader than could be encompassed within the limits of one volume of manageable size, including annotations.

The purpose of this volume is to facilitate the dissemination of knowledge and understanding of the problems of youth in a modern society. It is hoped that it will prove serviceable to many persons for that purpose.

CHAPTER I

THE PROBLEMS OF MODERN YOUTH

- A. Overviews and General Comments, Nos. 1-78.
 - 1. Published prior to 1935, Nos. 1-15
 - 2. Published in 1935, Nos. 16-37
 - See also 2438, 2441
 - 3. Published in 1936, Nos. 38-62
 - See also 2440
 - 4. Published in 1937 and early 1938, Nos. 63-78
- B. Addresses and Messages to Youth, Nos. 79-94
- C. Youth Movements, Nos. 95-116
 - See also 1435, 1436, 1447-1453, 1458, 1465, 1470, 1881-1889, 2300-2437, 2443-2446

IMPRESSIONS of how articulate Americans felt about the problems of youth in recent years may be obtained from many articles in the popular and semi-popular literature of the period. Since there are perceptible changes in the tone of this product from year to year, the section entitled "Overviews and General Comments" has been subdivided chronologically, as indicated above.

There has been an increasing tendency toward a consciousness of youth problems in broad perspective, and toward the initiation of comprehensive research in the care and education of youth. This trend has already produced a few publications in which the subject is presented in a systematic and inclusive manner, and treated from the standpoint of the latest findings in all the social sciences. From these a certain consistency of theme emerges, as distinguished from the conflicting counsel offered by a multitude of popular writers, each according to his own predilections and to the real or imagined wants of his clientele. A consensus is growing that the needs of youth for education, occupational opportunity, recreational activities, health services, wholesome family relationships, and suitable connections with religious, character-building, and civic organizations can be studied with profit. From such studies hopeful indications for improvement in all these areas appear.

The section on "Youth Movements" in this chapter is largely limited to writings dealing with youth in the United States. Youth movements in other countries are covered in Chapter XVIII.

A. OVERVIEWS AND GENERAL COMMENTS

1. Published prior to 1935

1. BROWN, ROLLO WALTER. "The Crime Against Youth." *Atlantic Monthly* 151:641-8, June, 1933.

Condemns the "middle-aged" for denying youth opportunity to work or contribute in other ways to progress, for

building too complicated a system of organization, for not providing religious satisfactions for youth. Believes that society can benefit from the enthusiasm, imagination, and impulses of the young.

2. CANBY, HENRY SEIDEL. "Farewell to Youth." *Saturday Review of Literature* 10:288, November 25, 1933.

Describes youth's heyday during the decade following the World War, and the

results of recent depressed conditions upon the situation of young people the world over. Speaks of the military youth organizations under dictatorships and the credulity of these millions of young people. Regrets the lack of understanding between youth and age, and the strained international relations today.

3. CHADBOURNE, ELLIS. *In Defense of Modern Youth: A Series of Essays Describing the Spiritual Life, the Social Movements, and the Cultural Achievements of Modern Youth.* New York: Tenny Press, 1932. 320 p.

By way of introduction the book contains a series of articles by prominent individuals: "The Kellogg Pact", by Alfred Noyes; "Youth — America's Priceless Treasure", by Herbert Hoover; "Modern Youth's Rebellion", by Zona Gale; "Modern Youth's Renaissance", by Benjamin de Casseres; "Youth Knocks at the Gates of Power", by Sir Philip Gibbs. The rest of the volume is devoted to a discussion of youth's spiritual, physical, social, political, economic, cultural, and moral renaissance. "The Youth Movement represents a great cultural renaissance. The youth organizations of Europe believe that youth should use every means for strengthening and increasing its powers. To the young people identified with this awakening, it has become a question of supreme importance whether the leisure which youth enjoys today and the increased spare-time it hopes to gain is wasted in worthless amusements or is employed in true recreation, in revival of physical and mental powers."

4. COMMONWEAL. "The Crime Against Youth; Discussion." *Commonweal* 18: 171-2, June 16, 1933.

Agrees with the author of "The Crime Against Youth" in *Atlantic Monthly*, June, 1933, that the present

economic troubles had their beginning before 1929 with the ruthless profit motive and the discouragement of the restless ones who asked questions. Now there are no rewards waiting for the youth who submit to their elders, few places for them to step into. Sees the Catholic Church caring for its young people, understanding and encouraging them.

5. DICKERSON, ROY E. "Youth Today." *National Probation Association, Yearbook* 1934: 52-62.

The effect upon young people of unemployment in their families, illustrated by stories of jobless, desperate youth, often forced to postpone marriage long past the usual age for establishing their own homes. There is a demand for recreation at public expense in addition to needed educational aids, such as night schools, trade schools, and loans for continued schooling. One of the most acute wants is a strengthening of the spirit, in order to maintain morale in the face of discouraging circumstances. The writer appeals for concerted efforts toward a plan for conserving and utilizing the abilities of the young generation.

6. GAUSS, CHRISTIAN F. "Youth." *American Magazine* 117:17, May, 1934.

Expresses the view that this is an age of unlimited opportunity for youth, that it is a challenge to rebuild with courage and vision what the elder generation has failed to save.

7. GILBERT, DAN W. "The Young Man's Dilemma." *Forum* 91:372-6, June, 1934. Discussion, 92:42-4, July, 1934.

Notes the apathy of modern youth, analyzes the reasons for their confusion, and comments on their attitudes toward corporations, sex education, divorce, graft and corruption in government. "The modern young man is in a dilemma; he

is stranded between Charybdis and Scylla, between reactionary liberalism, between impractical radicalism and unworkable standpattism. Meanwhile, his inactivity is mistaken for indifference, his bewilderment for apathy, his confusion for frivolity; and he himself is interpreted as anything from a portent of America's doom to a pitiful case of arrested adolescence, unable to appreciate the serious side of life."

8. GLENN, C. LESLIE. "The Next Step in the Revolt." *Christian Education* 12: 539-44, June, 1929.

Expresses the belief that youth are sincere, seeking constructive outlets for energy, idealistic about marriage but in revolt against such victorianisms as the double standard, the inferior position of women, artificial modesty, and external sanctions. "The revolt of youth is ordinarily connected in our minds with drink and sex. They are our barometer for judging morality. We are apt to be indifferent to other aspects of social and private ethics which are just as significant. If we do recognize youth's zeal for social righteousness and a warless world, we are distressed that it should be a part of their impatience with conventions and social ostracisms."

9. HENDRY, CHARLES E. *Youth Inspects the New World*. New York: Association Press, 1933. 63 p. (75 cents)

What American young people can do to help raise the country's standard of living.

10. ILMA, VIOLA. *And Now Youth!* New York: Ballou, 1934. 56 p.

Discusses the problems of American youth from the standpoint of education, employment, and peace. Also mentions organized youth movements in other countries.

11. LITERARY DIGEST. "Youth Gets Another Scolding for Its Manners." *Literary Digest* 118:17, October 13, 1934.

Comments on the speech of Dr. Nicholas Murray Butler at the opening exercises of the 181st year of Columbia University and his remarks concerning the manners and conduct of the younger generation. Dr. Butler said, "In respect to manners and personal conduct, present-day habits, as manifested in every sort of public place and personal relationship, are time and again quite shocking. One wonders why it is that youth can come to full adolescent years with no apparent appreciation of the difference between good manners and their opposite."

12. NEW YORK HERALD-TRIBUNE WOMEN'S CONFERENCE ON CURRENT PROBLEMS. "New Frontiers for Youth." In *Changing Standards*, p. 120-79. Fourth Annual Report. New York: Herald-Tribune, Inc., 1934. (\$1.00)

A symposium which includes: "Education for Pioneering", Harold G. Campbell; "New Frontiers for Youth", Edward C. Elliott; "New Wings for Mercury", Amelia Earhart; "The Young College Man and the Depression", Deane W. Malott; "Tomorrow's Farmers", C. E. Ladd; "Crime and Politics", Joseph C. Fennelly; "Recent Changes in Distribution and their Significance to the Future", Paul H. Nystrom; "New Frontiers in Government", Robert M. LaFollette; "Scouts and the New Frontier", Mrs. Nicholas F. Brady; "Fixed Standards but Changing Methods", Theodore Roosevelt; "Power Opens New Doors", Neil Carothers.

13. PITKIN, WALTER B. "The Rising Tide of Youth." *Good Housekeeping* 99:44-5, August, 1934.

The part that criminal, radical, conservative, and progressive youth groups

play in our national life. A warning against young people being led astray by demagogues who may take advantage of their inexperience and zeal.

14. POLING, DANIEL A. "Have Faith in Youth." *Parents' Magazine* 5:13, July, 1930.

An editorial voicing the opinion that youth today are essentially sound and merit the confidence and leadership of adults. "Youth is frequently indicted by pulpit, press, and social agencies as the result of the known delinquencies of those who, whatever their excesses and however numerous their excesses may be, are but the few among many."

15. ROOSEVELT, THEODORE. "Youth Shaping New National Policies." *Vital Speeches* 1:22, October 8, 1934.

A speech before the New York Herald-Tribune Conference on Current Problems, 1934, dealing with the changes in the past 30 years in the employment situation and suggestions intended to help youth make the best use of enforced leisure. Urges an active interest in working for better government.

2. Published in 1935

16. ADAMS, JAMES TRUSLOW. "Liberty—Is it Worth Fighting For?" *Scribner's* 97:269-74, May, 1935.

Some aspects of nationalistic efforts to mold youth in other countries and the vital necessity for our young people to do nothing which will jeopardize their personal liberty. "Youth is impatient and likes to take short cuts to a goal. The difficulty is that all the short cuts proposed or tried do not solve the economic problems and so far indeed have made economic conditions worse than in the democracies, while at the same time they demand the renouncing of those liberties which we have spent centuries in acquiring . . ."

17. BROWN, KENNETH I. "Trust Young America." *Good Housekeeping* 101:34-5, September, 1935.

A picture of the hopes, emotions, and attitudes of the average college student. What our homes and colleges contribute to his training.

18. BUCHANAN, HENRY D. "The Broken Gangplank: Reply." *Commonweal* 22:500-1, September 20, 1935.

Objects to the description of defeated and demoralized youth in Dr. Miller's article, "The Broken Gangplank", and feels that if a generation has lost its morale so completely, it is not worth being rescued. Agrees that our economic system is faulty; points to Alaska as our last frontier and an opportunity for many young people to become self-supporting; and believes that unemployed young men and women should take any job at all, no matter how lowly.

19. CHALMERS, JAMES A. "The High-School Principal Looks At Youth Problems of Today." *National Education Association, Proceedings* 1935: 451-2. Same, *Secondary Education* 4:195-6, September, 1935.

The questions millions of young people of all classes are asking regarding work opportunities, health, recreation, hobbies, leisure, social behavior, and politics. What the schools' duty toward boys and girls is.

20. COMMONWEAL. "Being Young in 1935." *Commonweal* 22:393-4, August 23, 1935.

An appeal for the Catholic Church and the family to work together for the welfare of our youth and to combat the forces which are working against the influence of family life. Warns against the dangers of our citizens becoming too dependent upon the state. Criticizes the

schools for not keeping pace with the times and not fitting children and young people to meet the issues which will face them upon graduation.

21. CRABTREE, J. W. "Youth To Save the Day." *Virginia Teacher* 16:127-30, September, 1935.

A defense of young people against the claims of the uninformed that American youth is "red" and disloyal. Offers encouragement to those who have met only disappointment in their search for employment and suggestions for making some good use of their leisure time.

22. DEGROOT, E. B. "Youth In a Lopsided World." *Rotarian* 47:22-4, November, 1935.

Lists a number of famous persons who achieved in the fields of statesmanship, literature, science, education, or invention between the ages of 19 and 30. Expresses the opinion that a perspective and guiding principle should be established in the youth service program of Rotary International and that more emphasis should be placed on preventive action. Furnishes suggestions for carrying out these recommendations.

23. GAUSS, CHRISTIAN F. "Youth Moves Toward New Standards." *Scribner's* 97:91-5, February, 1935.

Sees a saner outlook evident among college students during the past five years, a departure from the accepted view that the rich are the successful. Now young people seem more concerned with social justice, economic and political questions, and new personal standards. There is a growing attitude of cooperation between members of society, and the realization that each one must make some personal contribution to the welfare of the whole if we are to move forward.

24. HEAD, WALTER D. "What Questing Youth Wants." *Rotarian* 46:5, April, 1935.

Makes an appeal for more examples of constructive social action in politics and business, so that young people may learn from wise leadership what course to follow when they become responsible for the welfare of others.

25. MAY, MARK A. "The Dilemma of Youth." *Progressive Education* 12:5-11, January, 1935.

A picture of the critical situation of many young people aged 16-25, out of school and out of work. The debilitating forces which surround them, whether they return to a school which holds no interest, remain at home dependent on parents, leave home to hunt jobs and become vagrants, or have to postpone or forego marriage.

26. MILLER, J. HILLIS. "The Broken Gangplank." *Commonweal* 22:321-3, July 26, 1935.

The distressed condition of youth today, with little prospect of employment and no sense of achievement, facing a postponement of marriage, turning to crime, all because of the failure of adults to make the best use of the advantages of our society. Written in the metaphor of the ship of life and its need of repair.

27. POLING, DANIEL A. "Questioning Youth Seeks the Way Out." *Christian Science Monitor*, p. 1, May 17, 1935.

A discussion of questions asked of Dr. Poling by young people. His belief in youth; their eager response to trusted leadership.

28. RAINES, HOMER P. "The American Youth Problem." National Association

of State Universities, *Transactions and Proceedings* 1935: 176-90.

Briefly outlines the proposed work of the American Youth Commission in developing a comprehensive program for the care and education of American youth. Interprets some of the chief factors in America's youth problem under the headings: the public school commitment; social security; conditioning youth's environment; biology and health; moral and character training. "In the Great American Dream our youth have always been assured of two significant opportunities — the opportunity of an education consistent with their abilities and industry, and upon completion of their education, an opportunity for employment and success in the industrial and professional life of the Nation. Until recently our society was meeting these two obligations rather satisfactorily. But now the formula is not functioning."

29. ROGERS, J. E. "Youth and the New America." *Secondary Education* 4:287-9, November, 1935.

Condemns adults for depriving this generation of young people of their right to "an adequate education, sound health, and clean, wholesome recreation", by reason of false economy.

30. SAMUELSON, AGNES. "The Expedition of Youth." National Education Association, *Proceedings* 1935: 324-6.

Pictures young people today as adventurers with the most powerful instruments of civilization to guide them, with inspiring achievements of science behind and before them. What use will they make of these accomplishments, and will they enrich their lives through development of character, health, poise, and service?

31. SATURDAY REVIEW OF LITERATURE. "We Should Like to Know." *Saturday*

Review of Literature 13:8, November 23, 1935.

What kind of social order and culture do our young people want to create? What do they mean when they say they want to act positively and constructively?

32. SOCIAL FRONTIER. "The Youth of America — Past, Present, and Future." *Social Frontier* 1:1-30, May, 1935.

A symposium, including the following articles: "Youth and Leadership" (editorial); "Youth in a Confused World", John Dewey; "Youth in American History", Merle Curti; "Youth Versus Capitalism", Alfred M. Bingham; "Youth Faces War and Fascism", James Lerner; "Why There Is No Youth Movement", Selden Rodman; "A Communist Reply", Gil Green; "A Socialist Reply", Joseph P. Lash; "What Sort of School is a CCC Camp?", George A. Coe; "Test Borings in Youth Experience — The Young College Graduate", Wallace J. Campbell; "The Young Worker", George A. Curthoys; "Rural Youth", E. L. Kirkpatrick and Agnes M. Boynton.

33. STRATTON, DOROTHY C. "The Dean Looks At Youth Problems of Today." National Education Association, *Proceedings* 1935: 451. Same, *Secondary Education* 4:203-4, September, 1935.

The necessity for the nation to act on the assumption that the conservation and development of human resources is our first responsibility and not the saving of money at the expense of young people who need vocational guidance, training, and placement, and the security which comes from a satisfactory philosophy of life.

34. STRATTON, DOROTHY C. "Problems Facing Young Women in the High Schools and Colleges of Today." Na-

tional Education Association, *Proceedings* 1935: 93-5.

The social outlook being developed among thinking young people as a result of the evidences of insecurity on every hand; and, for girls in particular, the problems of finding jobs and of marriage. Urges some attention be given to girls' problems by national and community agencies.

35. STUDEBAKER, JOHN W. "Drive." *American Magazine* 119:7, February, 1935.

An editorial forecasting the "beginning of the new movement of youth back to things and to action" as a hopeful sign in the future of our country.

36. VOIGT, IRMA C. "Cooperation With This Generation." National Education Association, *Proceedings* 1935: 83-8.

Compares American youth with early pioneers and statesmen, analyzes the traits which they have in common, their challenges, trials, and adventures. Sets four goals young people must strive for with the help of adults, who are largely responsible for present conditions: rebuilding the family unit, a moral code of living, a genuine patriotism which shall include international loyalties, and a conception of dominating spiritual forces.

37. WATSON, GOODWIN B. "Problems of Youth — What Does Youth Most Need?" National Education Association, *Proceedings* 1935:104-6.

Condemns the federal dole and all "busy work" for young people. Urges that they be put to work immediately in fields where there is a demand: teaching, recreational leadership, building homes, and other professions.

3. Published in 1936

38. AMERICA'S TOWN MEETING OF THE AIR. "Young America Looks Forward."

America's Town Meeting of the Air, No. 18, February 27, 1936. New York: American Book Co., 1936. (10 cents)

Speeches broadcast by Mrs. Franklin D. Roosevelt, John Lang, Homer P. Rainey, Richard Brown, and Mrs. Eugene Meyer on many aspects of the youth problem: the responsibility of education, the community, the National Government; aims of the American Youth Commission; activities of the National Youth Administration; and finally, a denunciation of the Works Progress Administration, including the National Youth Administration, and a plea for local administration of relief.

39. BROWN, RICHARD R. "What Is Happening to Youth?" National Education Association, *Proceedings* 1936: 169-72.

Some of the problems affecting all of us which create special distress for the youth group as a whole, chiefly the difficulty of preparing for and finding remunerative work. This address, presented at the annual meeting of the National Education Association in June, 1936, explains what the National Youth Administration has done for our young people. Ends with a statement of the necessity for youth today to be guided into the ways of democracy.

40. BUILDING AMERICA. "Youth Faces the World." *Building America*, Vol. 1, May, 1936. New York: Columbia University Press. 27 p.

Profusely illustrated and written in descriptive prose, this issue is devoted to modern problems of concern to young people, such as finding jobs, education, marriage, crime, and worthwhile use of leisure.

41. BUNDY, DOROTHY. "New Frontiers for Youth." *Illinois Teacher* 25:119-20, December, 1936.

High points in the addresses at the recent annual meeting of the Illinois Association of Deans of Women. The principal guest speaker, Dean Irma E. Voigt of Ohio University, spoke on "Looking Toward a Permanent Youth Program" and "New Frontiers". She sees a challenge to young people to rebuild a genuine, unprejudiced patriotism, the moral code, the family unit, and spiritual forces. Dr. Burling, psychiatrist connected with the Winnetka schools, spoke on the subject, "Health in Relation to Student Life", followed by group discussions.

42. CARVER, THOMAS NIXON. "Capitalism's Challenge to Youth." *Christian Science Monitor*, p. 1-2, June 17, 1936.

Defines capitalism and distinguishes between voluntary and coercive communism. Indicates how young people can help lessen unemployment under the capitalistic system.

43. FORTUNE. "Youth in College." *Fortune* 13:99-102, June, 1936.

The college scene today. Among the impressions set down are these: the present college generation is fatalistic, longs for security and permanent jobs, is intellectually curious about world affairs, is turning to new campus leaders, devotes more time to hobbies and semi-cultural activities than formerly, shows more respect to parents, but little interest in religion as an institution, and is generally better-prepared to meet the ups and downs of life than previous generations.

44. GARRETT, GARET. "The Youth Document." *Saturday Evening Post* 209:8-9, 85-6, 88-91, November 7, 1936.

An "Old Reporter's" impressions of our youth problem, gained after an investigation of such organizations as the

National Youth Administration, the Committee on Youth Problems of the U. S. Office of Education, and the American Youth Congress, from literature written on this subject, and from letters of young people themselves. He concludes that the nation is "youth-conscious" and that youth is "self-conscious" and has been educated to expect the easy rewards of more prosperous times; also that we need have no fear for the futures of young people with courage and initiative. Ends with the argument that the federal government cannot be expected to support any single class of citizens, as many of the vocal, organized youth groups advocate.

45. GAUSS, CHRISTIAN. "Have College Men Gone 'Choosey'?" *Nation's Business* 25:17-19, 164-7, June, 1937.

Dean Gauss defends the present generation of undergraduates against charges made by some business men that they are unwilling to do hard work. He avers that many youth are now inquiring whether a job is worth doing before accepting permanent employment, a sign of maturity rather than of limited outlook. These young people have grown up in an age of changing values and insecurity, and their perspective is enlarging correspondingly.

46. HOFFER, C. R. "Youth as an Object of Sociological Study." *Sociology and Social Research* 20:417-21, May, 1936.

The scientific study of youth is fairly recent, developing first in the physiological field, then in the psychological, and now in social adjustment. Certain situations coming within the purview of the sociologist are: marriage and family life, employment and vocational selection, uses of leisure, differences in adjustment to the social structure, and contacts of

young people with community institutions.

47. HUBBARD, FRANK W. "Today's Youth Problems." *Journal of the National Education Association* 25:13-28, January, 1936. Also available as a reprint.

The first section treats the history of youth in America, the second raises problems facing youth today, and the third considers ways of improving conditions. Discusses youth and home, work, free time, crime, education, and citizenship. Includes a bibliography.

48. JOSLIN, THEODORE G. "Youth Takes the Wheel." *American Magazine* 122:31, July, 1936.

Predicts that the young voters of the nation will determine the result of the 1936 election in November. "With the 1936 campaign now in its beginnings, 10,000,000 new voters who have come of age since the last presidential election are massing toward the center of the stage as principals in the most colorful political drama this republic has witnessed since the conflict over slavery."

49. KECK, MALCOLM B. (Bill Schoolmaster). "The Predicament of Youth." *Minnesota Journal of Education* 16:209, March, 1936.

An open letter to teachers illustrated by stories from life. Youth asks: "What is wrong? Why don't we change things? What will be the outcome?" Asserts that two-thirds of all young people becoming 21 years old since 1929 are unemployed—this is the problem schools must try to solve.

50. KEENY, S. M., editor. *Planning the Future With Youth*. New York: Association Press, 1936. 64 p. (50 cents)

Abstracts of six papers dealing with youth today, given at the 1935 meetings

of the National Council of the Y. M. C. A., including "The Outlook for Youth in American Life", by Dr. Harry Woodburn Chase, "Youth Speaks for Itself", by Harry A. Overstreet, "The Religious Person In the World Today", by Gregory Vlastos, and others.

51. KERSEY, VIERLING. "Unadjusted Youth." *Journal of Juvenile Research* 20:125-9, July, 1936.

One of the addresses at the second annual conference of the California State Coordinating Council in April, 1936, developing the thesis of the "preciousness" of youth. Remarks that at the present time there are fewer young people per 100,000 adults in California than ever before. Adverse economic conditions, responsible for the thwarting of normal youthful desires, have not destroyed initiative. Today young men and women are "security conscious", "health conscious", and "recreation conscious", but need wise leadership, a plan for wise living, and a sense of responsibility.

52. LAWSON, WILLIE A. "Youth's Appeal." *National Education Association, Proceedings* 1936: 67-80.

Some of the particular wants of our country's youth in this day of forced readjustments and social upheaval. Religion, homemaking and marriage, education, participation in settlement of matters concerning young people, a voice in questions which must be solved by tomorrow's adults—all these are problems which engage the interest of millions of young Americans today. They seek the guidance of their elders in their progress toward the goals they have set, and these goals are higher than any previous generation has been able to reach.

53. LEITH, YODER P. "Youth's Newer Morals." *International Journal of Religious Education* 12:14-15, July, 1936.

Impressions gathered from young people attending summer religious conferences concerning boy and girl relationships, drinking, and similar social questions. Discussion groups resulted in frank exchange of opinions between the youth and their adult leaders. In comparison with recent years there seemed to be a new seriousness and conservatism about these eighteen-year-olds, perhaps due to the determination of each generation to be "different".

54. LITERARY DIGEST. "Two Verdicts on Flaming Youth." *Literary Digest* 121:18, February 8, 1936. Abstracts from the *Missionary Review of the World*, January, 1936.

Conflicting views on modern young people expressed by returned missionaries. Mrs. E. Stanley Jones, after 30 years in India, voices her consternation at finding so much freedom, recklessness, and pleasure-seeking. Dr. Frank C. Laubach, after 20 years among the Moros, finds youth "brutally frank" but he is not alarmed about their future; he tells of the evidences of religious strength in many cities he visited, the sincerity of young people and their elders, and the great opportunity for a leader to enlist their enthusiasm in the cause of Christ.

55. LLOYD, ALICE C. "The Older Generation Cooperates with Youth." Proceedings, 13th Annual Educational Conference, University of Kentucky. Bureau of School Service, *Bulletin* 9:44-52, December, 1936. Same, National Education Association, *Proceedings* 1936:221-4.

Difficulties met by adults trying to counsel the present younger generation, which grew up in an era of unhealthful prosperity, only to be rudely awakened in the past few years. Deplores their unmoti-

tivated lives and immature outlook, and attributes indulgence by parents as the principal cause. Seeks a common ground for advisers and young people where they can arrive at mutual understanding of purposes and philosophies.

56. MARCOSSON, ISAAC F. "Our Muddled Youth." *American Magazine* 122: 24-6, September, 1936.

The writer has sought the opinions of leaders of young people over the country. He writes of the American Youth Congress, Future Farmers of America, youth in Kansas City politics, and the Order of Cincinnati. Considers youth's situation today not unlike that of the past, but feels that the schools should mix study with work experience, so that the pupils who must earn their living before completing a high school or college course will know something of the opportunities and requirements of various occupations.

57. RAINY, HOMER P. "Youth in a Changing World." Proceedings, 13th Annual Educational Conference, University of Kentucky. Bureau of School Service, *Bulletin* 9:53-4, December, 1936.

A basic need of youth today is for a vital leadership, representing social purpose and capable of shaping opinion in a constructive manner. Without this type of leadership, democracy will fail. Our young people have inherited confusion and a heavy responsibility is theirs.

58. SCHAIRER, REINHOLD. "Youth and Creative Personality." *Adult Education* 8:297-304, June, 1936.

A former director of the German Students' Cooperative Association asserts that there is a lack of "promising, original, and creative abilities" among young people today. Except in the field of exact science, youth's outlook is clouded. Cur-

ricula are too much standardized and formalized, and there should be opportunity for continuing one's education through life, as understanding increases. Examples of this growing process are found in the Danish endowments for the encouragement of non-scientific abilities, the Abraham Lincoln Foundation in Germany, and the Welsh Miners' Welfare Fund.

59. SPROUL, ROBERT G. "America's Answer to Youth's Appeal." National Education Association, *Proceedings* 1936: 81-9; *Vital Speeches* 2:644-8, July 15, 1936; *School and Society* 44:97-104, July 25, 1936.

"If young people are not to be misled and exploited by false leaders preying upon their idealism; if they are not to be stifled by watchful adults, forever diagnosing their imagined problems and encouraging their distress, then through education there must be nurtured in them that natural self-reliance and independence of action which is, perhaps, their most valuable attribute . . ." Discusses the inevitable trial and error progress which young people must make, and the tremendous responsibility laid upon educators for adult participation in our changing scene.

60. STEARNS, ALFRED E. *To Him That Overcometh*. Boston: W. A. Wilde, 1936. 218 p. (\$1.50)

A former headmaster of a boys' school discusses some current problems confronting young people and suggests ways by which homes and schools can help.

61. THOMSON, MARGARET M. "What Shall We Tell Them?" *School and Society* 43:540-2, April 18, 1936.

A teacher's observations on the harmful effect of the depression upon youthful ideals and initiative. Envisions

our society turning gradually toward a more cooperative way of life, which may some day give more equal opportunities to all citizens.

62. VINCENT, LEE. "Youth Needs to Believe in Itself." *Hygeia* 14:776-9, 855-6, September, 1936.

The views of one of the staff of the Merrill-Palmer School regarding young people, their courage, ideals, and ambitions. Emphasizes health as the foundation of their success and happiness, and deplores the accent on material success which has motivated the lives of the present generation. Charges adults with the task of teaching our youth the real values of life.

4. Published in 1937 and early 1938

63. ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE. *The Prospect for Youth*. *The Annals*, Vol. 194, November, 1937. 273 p. (\$2.00)

Twenty-four articles have been grouped under the following headings: introductory, youth and the job, youth and the community, some problems of youth, youth programs and movements, research and references. Among the topics treated we find rural problems, vocational guidance, labor unions, religion, leisure, politics, sports, crime, health, mental hygiene, marriage, leadership, and government responsibility for youth. A bibliography of 136 items is appended to the final paper, "The Literature of Youth Problems." The contributors represent each of the fields mentioned as well as others related to youth, and include such names as Homer P. Rainey, Aubrey Williams, Selwyn D. Collins, Newton Edwards, Bruce L. Melvin, Emily Harts-horne Mudd, and several staff members of the American Youth Commission.

64. BEADLES, ELMER L. "Investing in Youth." *School and Society* 46:566-7, October 30, 1937.

Written from personal experience and observation of the difficulties met by college-trained youth seeking jobs. Suggests establishing a "Bank of Youth", to which young men and women could come for financial aid, offering as security their past records and good character.

65. DODDS, HAROLD W. "What Youth Seeks Today is Security." *Vital Speeches* 3:583-4, July 15, 1937.

In a recent baccalaureate address, President Dodds deplores the desire of young people for "security" at a time when they should be full of daring and adventuresome spirits. This seems quite at variance with youth's normal characteristics. He adds, "It is the wail of a defeatist which cries that you face a future of diminishing opportunities".

66. DOUGLASS, HARL R. "Our American Youth." *Journal of the National Education Association* 26:110-13, April, 1937. *Education Digest* 2:62-4, May, 1937.

Compares the social life and employment prospects of young people a generation ago with those of today — greatly to the advantage of the former. Reviews some possibilities for improving the plight of youth. Recommends that young persons be re-educated in leisure pursuits, that employers develop a more sympathetic attitude toward youth, that boys and girls remain in school at least half-time until the age of 20 or 21, and that we provide an education adequate for democracy.

67. JOHNSON, GEORGE. "The Deeper Significance of the Youth Problem." *Educational Record* 18:422-30, July, 1937.

Views today's social scene as the natural result of a warped social order, and youth's situation as the outgrowth of "other dislocations" which have deprived "individuals of the protection of such fundamental institutions as home and religion and employment and private property." All measures taken to care for our young people must be based on a spiritual foundation if the ideals of democracy and social justice are to be preserved.

68. JOHNSON, GEORGE. "The Needs of Youth." *Catholic Educational Review* 36:3-16, January, 1938.

An address by a member of the American Youth Commission, outlining the work accomplished during the first two years of the Commission's existence. The youth population, employment, health, leisure, the farm, the home, and secondary education are discussed successively. We are warned against discouraging our youth because their opportunities are more restricted than those of previous generations. Rebuilding our social and economic order is essentially youth's task, and religion can play an important part in creating "a society that will be worthy of human beings". Cautious employment of federal resources may be desirable to relieve the situation of many young persons, but no measures endangering our democracy should be considered.

69. KENT, RAYMOND A. "Some Social and Economic Implications of the Youth Problem." *Occupations* 15:694-704, May, 1937.

Proposes these questions: What is the proper education and training for youth? How can youth's social and occupational absorption be best accomplished? Dr. Kent discusses the American Youth Act sponsored by the American Youth Congress; the danger of exploitation of organized youth; the church,

school, and state programs serving young people; and the European situation as it concerns youth. "Toward the solution of this (problem), government, industry, and social and educational leadership must cooperatively contribute."

70. MOODY, CHARLOTTE. "Youth Must Be Served." *Harper's* 175:105-8, June, 1937.

A fictitious account of the experiences of a reader of book reports on current problems written by college freshmen. Undeniably based on fact, the story tells of the dismayed immaturity of mind revealed in the papers, and the astonishing ignorance of world affairs. As the story ends, the radio brings into the room the voice of a young zealot calling upon youth to seize its rights from an unsympathetic adult world, its right to a "chance" and to its share of responsibility.

71. PROGRESSIVE EDUCATION. "Outlook for Youth in America." *Progressive Education* 14:595-6, December, 1937.

A report of a panel discussion at a conference held in Chicago in October, 1937, in memory of Colonel Francis W. Parker. Among the speakers were Dr. Paul Hanna of Stanford University, Dr. Thomas Minehan of the University of Wisconsin, Mr. William W. Hinckley, president of the American Youth Congress, and Mr. John G. Rockwell, Commissioner of Education in Minnesota. Topics reviewed dealt with employment, health, unity of purpose among youth, labor problems, and education.

72. RAINES, HOMER P., AND OTHERS. *How Fare American Youth?* New York: D. Appleton-Century, 1937. May also be obtained from the American Council on Education, 744 Jackson Place, Washington, D. C. 186 p. (\$1.50)

A timely review of the most important aspects of youth's situation today, intended to throw light upon the employment problem, health and recreational facilities, education, religion, citizenship, rural conditions, Negro youth, and family life. Members of the staff of the American Youth Commission have collaborated in assembling the total picture and have analyzed many problems looming large on the social horizon. The Commission now has in progress comprehensive studies relating to the care and education of American youth in typical regions and in the Civilian Conservation Corps.

73. RAINES, HOMER P. "Our Youth Problem in the United States." *California Journal of Secondary Education* 12: 333-8, October, 1937.

A survey of recent conditions affecting American young people — how education, social and recreational agencies, and general welfare organizations are meeting the demands of great numbers of unemployed youth. Mentions the studies made by the American Youth Commission in Muncie, Dallas, and Maryland, which have made possible a better understanding of needs of youth. Touches upon all known factors contributing to a situation which is causing grave concern among socially-minded adults.

74. RAINES, HOMER P. "The Outlook for Youth." *Educational Forum* 1:143-9, January, 1937.

Factors making it difficult for youth to lead satisfying adult lives in spite of the apparent return of prosperity. Suggested ways of improving youth's prospects include: providing medical care for all needing it; building a vocational, educational, and personal guidance service; expanding and reorganizing public school systems; setting up a national occupa-

tional information and employment service; and discovering new employment for youth in service fields. Proposes the establishment of state youth commissions with local branches to work with our educational, religious, guidance, employment, and recreational institutions.

75. SIRKIN, A. M. *Youngville*, U. S. A. New York: American Youth Congress, 55 W. 42nd St., 1937. 64 p. (10 cents)

A picture of unemployed youth today; how the financial depression blighted a whole generation's growth mentally, physically, and spiritually; what relief measures have been taken; and what the American Youth Congress is attempting to do. There are many references to studies of employment and educational problems of young persons. There is also comment on other phases of the depressed outlook for youth since 1930: insufficient recreational opportunities, the false lure of crime and of hobo life, and the barriers to marriage. The author considers neither the Civilian Conservation Corps nor the National Youth Administration programs adequate solutions, but rather sees a unified body of young Americans as the hope of the future. Describes the origin and growth of the Youth Congress and its activities, chief of which has been its drive for passage of the American Youth Act.

76. WECTER, DIXON. "Reading, 'Riting, and Revolution." *American Mercury* 41: 192-8, June, 1937.

Remarks from a college professor who does not share the belief of some who find today's student more mature, more serious-minded, and more capable of independent thinking than his predecessors. "This growing uniformity of the American mold, together with its lack of resilient protest or even of a rich individuality, is Youth's most serious handicap . . ." Believes that the young have

inherited bankruptcy from their elders, who lacked imagination, conformed too much, and too often listened to "the loudest voice."

77. WHITEHURST, MRS. JOHN L. "Today's Youth Problem." *Clubwoman* GFWC 17:8, 27, 28, April, 1937.

Develops these topics: youth and crime, youth and the "isms," and youth and unemployment. Asks how we may protect young people from propagandists. Urges that we work together to check crime at its source. Describes the benefits of the George-Deen Act, with its provisions for vocational education.

78. WINSLOW, W. THACHER. *Youth: A World Problem*. National Youth Administration. Washington: Government Printing Office, 1937. 138 p. (25 cents)

An objective presentation of the condition of youth the world over. organized youth movements, and programs instituted by various governments. Materials were secured from the 1935 International Labor Conference on "Unemployment Among Young Persons" and from United States consuls, through our Department of State. Nearly 60 countries have been reported, with accompanying descriptions of one paragraph to 15 pages in length. To illustrate, three pages are devoted to Great Britain, under the following topics: junior instruction centers, advisory committees, Glasgow careers council, youth reestablishment, reconditioning camp, juvenile organizations committees, National Council for Social Service, and youth organizations.

B. ADDRESSES AND MESSAGES TO YOUTH

79. BALDWIN, STANLEY. *A Call to Youth*. Reprinted from *The London Times*, May 19, 1937. London: Times Publishing Co., Ltd., Printing House

Square, E. C. 4. Same, *Vital Speeches* 3:496-8, June 1, 1937.

Mr. Baldwin's address to the Empire Youth Rally on May 18, 1937, and editorial comment from *The Times*. The retiring Prime Minister exhorted the young people of the Commonwealth to place duty to their government above their personal rights, and to "live for the brotherhood of man, which implies the fatherhood of God." *Vital Speeches* has reprinted only the address, under the title, "You Are the Governors of the Future."

80. BEATTY, EDWARD. "The Task of Youth." *Vital Speeches* 1:592-4, June 17, 1935.

Commencement address at McGill University, 1935, urging youth to abandon the goal of material wealth which has led to our downfall, and to work instead for peace, to serve with sincerity and tolerance and without hope of reward or publicity in the effort to promote happiness.

81. BROOKS, WENDELL S. *Youth: Adrift or Alert?* Boston: Meador Publishing Co., 1937. 92 p. (\$1.00)

A collection of commencement addresses and other talks to young persons by the author, who has had varied experience as teacher, university professor, and college president. Contains many inspirational stories and incidents, and discusses many problems of modern youth. Urges camaraderie between fathers and sons. There is a brief foreword by Booth Tarkington.

82. BUSINESS WEEK. "And Reason Panders Will." *Business Week*, p. 52, April 18, 1936.

An editorial criticising President Roosevelt's address to the Young Democrats at Baltimore, in April, 1936, as being misleading and full of false optimism

regarding opportunities for youth today. The President's message is printed in *Vital Speeches*, April 20, 1936.

83. BUTLER, NICHOLAS MURRAY. "The Perpetual Youth Problem." *Vital Speeches* 2:24-5, October 7, 1935.

An address made at the beginning of the college year at Columbia University, 1935. He stresses the family's responsibility in the training of children, and considers the school of secondary importance in laying a good foundation in character and conduct. Believes that without studying the past, the next generation cannot understand the world in which they live.

84. COMPTON, KARL T. "Science and Opportunity: The Fountain of Youth." *Vital Speeches* 2:653-6, July 15, 1936.

An address before the students of Middlebury College, dealing with the benefits to be derived from cooperation in all human contacts but with special reference to cooperation between colleges. Sees advantages of applying the scientific method to political and social relationships, wherever possible. Urges young people to maintain "curiosity, imagination, and courage, which lead ever toward progress and growth."

85. LITERARY DIGEST. "President's Challenge to Youth." *Literary Digest* 120:8, August 31, 1935.

Excerpts from President Roosevelt's radio address directed to the youth of America which was the occasion for appreciative demonstrations by some 15,000 Young Democrats at the Milwaukee Auditorium.

86. MORGAN, JOY ELMER. "The Future of American Youth." *Journal of the Na-*

tional Education Association 25:37-8, February, 1936.

An editorial challenging youth to avail themselves of the abundant opportunities for making places for themselves in society. Enumerates needs in various fields which would provide employment for most of our idle young people today, if only self-discipline, courage, and imagination were developed sufficiently.

87. MORGAN, JOY ELMER. "Youth and the Crisis in American Life, with Particular Reference to College Journalism." *School and Society* 39:193-8, February 17, 1934.

An address before the ninth annual convention of the National Student Federation of America held in Washington, D. C., in December, 1933, which calls the problem of unemployed youth the major problem of the times; points out the economic crises that are of immediate importance to young people; discusses the opportunities in college journalism; describes the four great pressures under which the schools are operating; suggests 10 points that might be included in a program for the youth of 1934.

88. NEW REPUBLIC. "The Unfound Generation." *New Republic* 79:223-4, July 11, 1934.

An editorial challenging youth "to see through the deceit of cheap and easy slogans, to beware of the trappings, of the pomp and bluster with which those who need their aid for interested ends will try to enslave them."

89. OVERSTREET, H. A. "Youth Speaks." *Parents' Magazine* 10:16-17, January, 1935.

A report of the Youth Today Conference held in New York City as a part of the program of the 1934 Mobilization for Human Needs, at which 20 young

people expressed their attitudes on getting a job; using spare time; making friendships and building a family; living up to a moral code; assuming social responsibilities. "A little bitterly they told how they had had practically no vocational guidance in the schools, or at best, if there had been guidance, how it had been toward dead-end jobs. For this they did not criticize the schools. They recognized that the schools, in a kind of desperate wish to prepare them for something that was available in the world, had had to train them for the types of jobs, clerical and otherwise — that led only into blind alleys."

90. PITKIN, WALTER B. *Chance of a Lifetime; Marching Orders for the Lost Generation*. New York: Simon and Schuster, 1934. 282 p.

This volume is addressed to those under 40 who have lost their jobs and those under 30 who have never had one. Concrete suggestions for reshaping our times under chapter headings such as: Field Orders; Obsolescent America; New Vigilantes; New Pioneers. Discussion of housing, homesteading, barter, evils of immigration, and the possibility of controlling national policy by a solid youth vote.

91. POLING, DANIEL A. *Youth and Life*. New York: Dial Press, 1929. 310 p.

Inspirational messages for youth on Christian virtues and a call to them to find the new life in Jesus Christ. Chapters on: Youth and Life; The Challenge of Patriotism; A Religion of Adventure; Who Won the War; The Lure of Continents; What Age Owes Youth; Have Faith in Youth; The Heights of Happiness; The Name of Woman; The Depths of Despair; Conqueror of Circumstances; From the Manger to the Throne; When Religion Spoils Morality; The Quality of

Gratitude; Invitation to God; The Chance for a New Life.

92. ROOSEVELT, FRANKLIN D. "Address to Young Democrats, Baltimore, April 13, 1936." *Vital Speeches* 2:442-4, April 20, 1936. Discussion, *Business Week*, p. 52, April 18, 1936.

Pictures the influence and achievements of youthful leaders in the history of our country and the right of youth today to expect security to be restored. Exhorts young people to hold fast their dreams and to become social pioneers.

93. SHAW, ALBERT. "Young People Now Leaving School Life." *Review of Reviews* 86:9-10, July, 1932. Quoted in *School and Society* 36:88-9, July 16, 1932.

An editorial stressing individual resourcefulness and self-reliance as necessary qualities.

94. TAYLOR, MILLICENT. "An Open Letter to Youth." *Christian Science Monitor*, p. 1, May 31, 1935.

A letter of encouragement from the elders of the land to young people who are discouraged and hopeless. Plans under way to help unemployed youth are mentioned. Ends with a plea for world understanding.

C. YOUTH MOVEMENTS

95. BARNARD, EUNICE F. "Now Youth Raises Its Voice." *New York Times Magazine*, April 12, 1936.

Signs pointing to a youth movement in America. Reports some of the testimony of young persons pleading for the passage of the American Youth Act by Congress. Only a small proportion of unemployed boys and girls are equipped for skilled jobs, and many have lost faith in present forms of education. Refers to the educational program of the Civilian

Conservation Corps as a model school of the future. The writer believes that the government must salvage these youthful millions who have no futures before them, and who are becoming more articulate in their petitions for relief.

96. BERCHTOOLD, WILLIAM E. "In Search of a Youth Movement." *New Outlook* 163:46-9, June, 1934.

Considers the form an American youth movement might take and concludes that much depends on the "final appraisal of the New Deal by the 3,000,000 young men and women between the ages of 16 and 25 now without jobs or opportunities for schooling". Mentions foreign youth movements.

97. CHRISTIAN SCIENCE MONITOR. "Youth Movement Hailed as Way to World Friendship." *Christian Science Monitor*, p. 7, May 20, 1936.

Report of an address made at the recent convention of the Boys' Clubs of America by a representative of the World Alliance for International Friendship. Covers such topics as the universality of boyhood, examples set by leaders, the eternal truths, progress of the Civilian Conservation Corps, and the present need of programs for older boys.

98. COFFMAN, LOTUS D. "The Exploitation of Youth." National Association of State Universities, *Transactions and Proceedings* 1935: 192-202. Same, *Educational Record* 17:95-105, January, 1936.

An address before the National Association of State Universities, Washington, D. C., November, 1935. Shows that many so-called youth organizations and movements are in fact tentacles of adult pressure-groups seeking to capture youth for their own purposes. Urges independence of thought and freedom from subservience to clamorous organized zealots.

99. DICKIE, J. C. "Is America Facing a Youth Movement?" *Pictorial Review* 36:2, November, 1934.

Takes the position that there is no American youth movement. Evidence of increasing interest of youth in public affairs is found in the first meeting of the National Conference on Students in Politics, in December, 1933; in the peace action committee of the Youth Movement for World Recovery (a new program of the National Council for the Prevention of War); in activities of youth groups in different parts of the country in political campaigns; in the proposed laboratory for leadership in public affairs in Washington, D. C., and in the recognition given by the government to young people.

100. FOSTER, WILLIAM T. "Is There an American Youth Movement?" *National Student Mirror* 1:6, March, 1934.

States that there is a potential youth movement in America although youth so far have been inarticulate. Sees the National Student Federation as a possible nucleus for a real youth movement in this country. "Once youth is sufficiently shocked to make its own appraisal of what goes on outside the college campus it will be even more amazed at the organized adult complacency in the face of intolerable conditions of all sorts. Indeed, the chief obstacle to progress is organized adult complacency."

101. GODDEN, G. M. "A New Communist Attack on Youth." *Catholic World* 143:148-52, May, 1936.

The insidious propaganda of the Moscow Communist International and its efforts to organize American and French youth. Calls attention to its veiled attack on religion.

102. KENT, RAYMOND A. *An Open Season for Youth*. Louisville, Kentucky: University of Louisville, 1935. 18 p.

The president's address before the 1935 graduates of the university, dealing with certain youth movements and the attempts of propaganda groups to organize and exploit youth.

103. KIRKPATRICK, E. L., AND BOYNTON, AGNES M. *Is There an American Youth Movement?* Circular No. 271. Madison: University of Wisconsin, Agricultural Extension Service, 1934. 47 p.

The collegiate rural life movement, non-collegiate organizations, and foreign youth movements are briefly described in connection with this study of the possibilities of an American youth movement.

104. LAKOFF, MARY GUSSIN. "Can the Youth of America Compete with the Youth of Europe?" *High School Teacher* 6:303-4, October, 1929. Same, *School and Society* 31:727-9, May 31, 1930.

Speaks of the intense interest of European young people in the political life of their country, the goals of the youth movements in Germany, Russia, Austria, and Italy and who determines them, the danger of exploitation when leaders capitalize on the energy and idealism of youth. "If we train children so that they grow up with a critical attitude, prepared to recognize wrongs and to take the necessary steps to remedy them, we train for progress. If, on the other hand, we train children to regard the things which are, as right — institutions to be honored and preserved without question — we train for the maintenance of the established order. In a democracy, which is a growing entity, progress must be our goal in the training of youth."

105. LITERARY DIGEST. "At the Observation Post: Will an American 'Youth

Movement' Emerge from the Current Crisis?" *Literary Digest* 117:13, April 21, 1934.

Quotations from the writings of H. L. Mencken, Frank H. Simonds, and Walter B. Pitkin concerning the possible development of a youth movement in America that would result in raising the standards of American politics. Mentions some local youth movements that are directed at political reform, including the National Youth Movement in Kansas City and the New York Young Republicans.

106. McCALL, CHESTER H. "The Youth Movement and Its Educational Implications in the United States." Eastern States Association of Professional Schools for Teachers, *Proceedings* 9:257-64, 1934.

Subtitled *Students and Their Government*, and treats their mutual responsibilities. Foresees a possible union of American youth revolting against the economic order. Bestows praise upon the Roosevelt administration for giving responsible positions in federal offices to young persons. Mentions the good work of the National Institute of Public Affairs, which trains qualified college graduates for leadership and public service, and similar aims of the National Student Federation of America and certain forums. Poses two questions: Are we going to retain the American system of business, industry, and society? Are we going to retain fundamentally our present form of government?

107. NEBLETT, THOMAS F. "Youth Movements in the United States." *Annals of the American Academy of Political and Social Science* 194:141-51, November, 1937.

Illustrates the changing attitude toward youth's place in American life by Carl Van Doren's comments in *Three*

Worlds. Defines a youth movement as any organized effort by young people in the cause of social progress, and youth's welfare in particular. Discusses youth before and after the world war. Describes the programs of such organizations as the National Student Federation of America, the American Student Union, the American Youth Congress, religious youth groups, and local youth action societies. "Perhaps democracy in America can effectively bolster its position by recognizing the demands of youth for careful consideration of its problems and a generous acknowledgment of its place in society . . . Although the majority lack a dominant ideal, youth everywhere will be found to be sincere, responsive, and capable when given opportunity. Youth still have the desire to build, to make tradition, and to develop their own standards, and no inherited set of inhibitions or hand-me-down creed will satisfy them."

108. NEW YORK HERALD - TRIBUNE WOMEN'S CONFERENCE ON CURRENT PROBLEMS. "Youth Movements in the Present Crisis." In *This Crisis in History*, p. 51-106. Third Annual Report. New York: Herald-Tribune, Inc., 1933.

Addresses dealing with the importance of youth leadership and with various youth movements in other countries.

109. POWERS, J. ORIN. "Shall Youth Organize?" *Lampadion* 4:3-10, October, 1934.

The possibilities of an organized youth movement, what it might accomplish, and discussion of existing youth groups. Makes suggestions for developing leadership among young people and for their helping to solve current problems.

110. RATZLAFF, C. J. "Youth Movements and Our New America." *World Affairs Interpreter* 6:109-17, Summer, 1935.

Contrasts American and European youth and their needs. Does not see a youth movement similar to those abroad as a solution to our economic problems.

111. RENNIE, W. F. *Youth Movements*. Seattle: Y. M. C. A. 11 p. mimeo.

Describes youth movements in Germany, Italy, Russia, and Hungary. Considers that an American movement could spring up if many existing groups cooperated in an effort to solve the problems needing attention: political, economic, social, and international.

112. SATURDAY REVIEW OF LITERATURE. "A Gospel for Youth." *Saturday Review of Literature* 10:780, June 30, 1934.

An editorial concerning organized youth of the world, particularly the youth movements of Germany, Italy, and Russia. Discusses the possibilities of a similar movement in this country, and defines our young people's need for a wiser cause than moves these other youth.

113. SATURDAY REVIEW OF LITERATURE. "Komsomol for America." *Saturday Review of Literature* 12:8, July 6, 1935.

An appeal for our youth to unite for international harmony instead of for war, as is the underlying purpose of youth organizations in other countries. Speaks of the influence of literature in guiding a youth movement for peace in America.

114. THOMPSON, DOROTHY. *Youth in Europe and the United States*. New York: Community Chests and Councils, Inc., 155 East 44th St., 1936. 4 p.

One of the principal addresses at the 1936 Mobilization for Human Needs

Conference held in Washington in September, 1936. Traces some sources of unrest which developed into revolutions in Europe, which are successful largely because they furnish action and have unity and purpose, but whose promises have not been fulfilled. Looks ahead to a better social and economic order, which must be brought into being by leaders of our democratic society in the United States.

115. THOMSON, VALENTINE. "Youth Summoned to Mold a New World." *New York Times Magazine*, p. 6, September 25, 1932.

Glimpses of youth movements in China, India, South and Central America, Central Europe, Germany, Russia, Italy, France, England, and the United States. Comments on the fundamental causes of youth movements and the nature of the philosophy youth brings to its problems.

116. WALLACE, HENRY A. "The Potentialities of the Youth Movement in America." *Educational Record* 15:3-9, January, 1934. Same, Bulletin of the U. S. Department of Agriculture, 1933, 7 p. mimeo. Same in *Rural America* 12:3-5, February, 1934, under title, "Will Youth Enter the Promised Land?" Excerpts: *Bulletin of the American Association of University Professors* 20:177-80, March, 1934; Morgan, Stewart S., and Morgan, William T., *Opinions and Attitudes in the Twentieth Century*, p. 38-43. New York: Thomas Nelson and Sons, 1934.

Youth has a challenging opportunity to carry out the ideals behind the New Deal, to create social justice, to reduce special privilege, to avoid an intense nationalistic spirit, and to await patiently the inevitable results of good social planning.

CHAPTER II

ATTITUDES OF YOUTH

- A. Expressions of Young Persons, Nos. 117-139
See also 1431, 1752, 1757, 1759, 1890-1907
- B. Studies of Youth Attitudes, 140-162
See also 1091, 1097, 1099, 1334, 1341, 1388, 1389, 1411, 1414, 1469, 2014, 2033, 2181, 2242-2244

WHAT goes on in the minds of young persons is increasingly recognized as of much consequence to the general welfare, now and in the years ahead. The state of their mental health, and their emotional and intellectual reactions to the unsolved questions of the day, are subjects of genuine and sustained curiosity among all who would make long-range explorations of social and political problems.

There are available some published writings on the current prospect for youth whose authors were yet in their teens or twenties at the time of publication. These may be said to compose the "voice of youth" in so far as it finds literary expression. Systematic efforts to elicit and analyze the opinions of larger numbers of young persons are also made in different places from time to time by means of questionnaires or interviews. Often such studies are conducted on a small scale in university and college departments of psychology, sociology, or religion. They cover a wide range of topics, including peace and war, race relations, superstitious beliefs, sex conduct, religious practices, health habits, and many others, as will appear.

A. EXPRESSIONS OF YOUNG PERSONS

117. BARNARD, EUNICE F. "American Youth Seeks Security." *New York Times Magazine*, p. 12-15, June 23, 1935.

A résumé of the questions discussed at recent youth conferences, youth's own attitudes on their situation today, and some proposals of the government to aid unemployed young people.

118. BENNETT, HELEN CHRISTINE. "What Kind of World Are Young People Facing?" *Scribner's* 94:34-6, July, 1933.

Twenty young people from different backgrounds discuss the depression, government and business, their right to earn a living, prohibition, marriage, divorce, religion, and their hopes for the future.

119. BUSH, ROBERT N. "Youth Bids for a Needed Opportunity." *National Education Association, Proceedings* 1935: 89-90.

A young man representing the National Student Federation recounts youth's difficulties and the need for a national program to relieve conditions. Urges teachers and administrators to support a program of rehabilitation beginning with more practical, vitalized education.

120. CARDENAS, NANCY, AND REITLER, FRANCES. "Marshalling Student Opinion." *Progressive Education* 13:54-6, January, 1936.

In their desire to become "socially aware", two pupils of the Dalton School drafted a petition to President Roosevelt seeking to have an embargo placed on all

exports from this country to Italy and Ethiopia. They sent copies to 30 progressive schools, received publicity in two magazines, and unsuccessfully tried to obtain time on a commercially-sponsored peace program on the radio. Responses were fairly slow, but results seem to indicate that if more stress were laid on "learning through doing", our young people would be socially well-educated.

121. CHRISTIAN SCIENCE MONITOR. "Cannon Fodder Talks Back." *Christian Science Monitor Magazine*, p. 5, November 13, 1935.

A schoolboy tells what the "next war" means to students 15, 16, and 17 years old, describes the work of the Oxford Union, and discusses the spread of the peace movement through schools and colleges.

122. DALLAS, HELEN. "Youth Speaks Out." *Independent Woman* 16:101, 116, April, 1937.

Miss Dallas represents those young persons who do not consider themselves as a "class" distinct from the general population. She believes that the liberalism of the younger group turned the tide in the last election. Discusses the Youth Act fathered by the American Youth Congress, and the hope for security cherished by every one of our youth. Sees a slight increase in interest in politics as a career. Mentions numerous types of youth organizations; movements for peace; communism, socialism, Spanish Democracy, and others.

123. FAIRBAIRN, VERNETTA. "Forgotten Youth." *Capper's Farmer* 46:16, May, 1935.

A young woman writes: "Ours is a cheated generation. What future is there for us? We young people can't continue our education and prepare ourselves for our chosen life's work, we can't get a job,

we can't establish a home — in short, we're up against a stone wall, sacrificed to the depression." Says farm youth are left out of federal aid programs, but gives credit to extension leaders for being awake to their needs. Describes one rural young people's organization in Kansas.

124. FLETCHER, BASIL A. *Youth Looks at the World*. New York: Frederick A. Stokes, 1933. 314 p.

Personal reminiscences of a recipient of the Albert Kahn Traveling Fellowship during a year's travel around the world, including visits to 22 countries. Chapters on: The League of Nations in Session; At a German Public School; A Communist in Fascist Italy; In Socialist Vienna; Chaos in Central Europe; The Old and New Turkey; Jew and Arab in Palestine; Across the Syrian Desert; By the Waters of Babylon; Gandhi's Family; Indian Gods; Revolutionary Bengal; Romance in Indo-China; Some Chinese Women; Journey to Manchuria; A Japanese Pilgrimage; the Future of the Pacific; Across America.

125. FRANKLIN, ZILPHA C. "Where Do We Go From Here?" *Child Study* 11: 243-5, 255, May, 1934.

Replies to students' questions concerning their feeling about "the present social chaos" and their own fears and ambitions for the future, submitted by teachers in 13 representative colleges at the request of *Child Study* magazine. The predominant interest of these young people was finding a job. Quotations from the students' answers are included.

126. HEGGIE, BARBARA. "Let Us Live! Cries Youth." *Christian Science Monitor Magazine*, p. 7, May 20, 1936.

A youthful traveler in Europe reports what some of the members of the younger generation in foreign countries

are thinking about. "In each country it is the same now; youth has a hard time of it. But we would be greater, more fortunate than any preceding generation, if through a knowledge of our common purpose we could transfer our differences into a world-wide fulfillment of our unity. Oh, you rulers, you experienced ones who rule in the name of our futures, we ask only this: Do not tell us to die for our country. Let us live for it!"

127. HINCKLEY, WILLIAM W. "Youth Speaks For Itself." *Progressive Education* 12:507-12, December, 1935.

The executive secretary of the American Youth Congress criticizes the National Youth Administration for the general inadequacy of its program, the lack of democracy in its administration, and its threat to wage standards; and offers the American Youth Act drawn up by the American Youth Congress as the solution for the problems of American youth. Includes an explanation of the terms of the Act.

128. ILMA, VIOLA. "What American Youth Is Thinking." *National Parent-Teacher Magazine* 30:6, July, 1936.

Speaks for millions of frustrated youth; their flagging hopes and ideals, their outlook for the future, their personal code and sense of social fitness; attitudes toward love, marriage, religion, and the ever-present question of jobs, including vocational guidance and apprenticeship.

129. ILMA, VIOLA, editor. *The Youth Leadership Survey*. New York: the Editor, 381 Fourth Ave., 1936. 43 p.

A survey undertaken by 49 young leaders of youth conferences and projects in 49 communities in 23 states. Prominent civic, political, labor, and social leaders; school, religious, and health board members; and press and relief adminis-

trators were interviewed in order to discover positions of leadership available to young people. This booklet includes four articles of interest to all who are thinking about youth today: "The Story of the National Youth Movement", by Joseph C. Fennelly; "The Story of the New Cincinnati", by Ralph Potts; "A Student Lobby", by Kathleen McInerney; and "The Story of Youth and the City Manager Plan", by Nita Gavaris.

130. KELTY, WILLIAM. "The Road Ahead for Youth." *National Parent-Teacher Magazine* 30:7, July, 1936.

A young man's optimistic view of youth's future. The increasing opportunities for employment in new fields, such as radio, engineering, research chemistry, air conditioning, home heating, public administration, and cultural activities. Protests against so-called "youth organizations" which are based on un-American principles and foster communism under the guise of peace programs, and against any form of regimentation by elders.

131. LANG, JOHN A. "A Generation Faces Dry-Rot." Association of Urban Universities, 21st Annual Meeting 1934: 49-56. Same, *Educational Outlook* 9: 83-9, January, 1935.

An appeal for a Federal Youth Service to enlist the aid of communities, organizations, and individuals in finding new occupations, planning leisure-time activities, and testing for fitness to continue in high school, vocational school, or college. Mr. Lang represents the National Student Federation and other thinking young Americans in general.

132. LINN, BETTINA. "Youth Comments On Its Problems." *Survey Graphic* 24:585, December, 1935.

Brief statements from young people at a panel discussion during a meeting

of the Philadelphia Community Council, concerning the National Youth Administration, radicalism, unemployment, high school and college teaching faults, and related subjects.

133. LITERARY DIGEST. "Cruel World." *Literary Digest* 123:29-31, June 12, 1937.

Random impressions collected from students and faculty of a number of universities concerning the value of a college education, whether or not the seniors had made the best of their opportunities in college, and what the outlook for employment seemed to be. Business was given preference over the professions as a vocational choice.

134. MYERS, ALICE. "Youth Is Evaluating His Education." *Christian Science Monitor*, p. 1, May 20, 1935.

A recent college graduate gives her opinion of the benefits of higher education today, when so many young people cannot find employment. At least they are better able to make adjustments and have a richer background than those denied college experience. Vocational guidance is one field sadly neglected, however, during the college years.

135. NEBLETT, THOMAS F. "The Problem of Being Young." National Education Association, *Bulletin of the Department of Secondary-School Principals* 20:18-28, April, 1936.

The president of the National Student Federation of America speaks for young people; urges that the good features of all federal, state, and community plans be made the basis for a permanent program to give youth opportunity, not relief. He points out the need for medical care, recreation facilities, vocational training, and rehabilitation for the unemployed group.

136. NEW OUTLOOK. "College Youth Discusses Itself." *New Outlook* 161:32-5, November, 1932; 41-3, December, 1932; 48-50, January, 1933.

A series of three articles written by college students, covering the effect of the depression on American undergraduates, the education needed by the average student, and student attitudes towards drink, love, culture, religion, the depression, politics.

137. PATTERSON, JOHN N. "Give Youth a Chance." *Journal of the National Education Association* 23:39-40, February, 1934.

A plea for qualified young persons to be given the opportunity to teach school, in spite of slashed budgets, rather than abandon their chosen profession. Today, more than ever before, boys and girls need young teachers, fully acquainted with the trials of the present economic situation.

138. SORENSEN, ROY. *Youth Inspects the New World*. Second edition. New York: Association Press, 1934. 64 p.

An interpretation of the social and economic changes taking place in the world today, replete with facts and illustrations and written especially for young people. Sections on: Purpose and Plan; The Modern City; Making a Home; Making a Living; Keeping Healthy; Getting an Education; Using Leisure; Governing Ourselves; Being Good Neighbors; Making a Better World; Group Program Suggestions.

139. WECHSLER, JAMES. "Ferment in the Colleges." *New Republic* 84:266-8, October 16, 1935.

The struggle between the radicals and the reactionaries on college campuses. Purpose, beliefs, programs, and followers of the outstanding political movements in

American universities: the Student League for Industrial Democracy; the National Student League; the National Student Federation; Intercollegiate Organizations of America; the Vigilantes; the Americanism Committee of the American Legion. "Perhaps the most significant fact about the university scene is the large number of students who are on the verge of pledging their allegiance to one of these movements. I have cited the dominant streams into which they are beginning to lead; but the critical majority is in the process of decision and it is this uncertainty as to their choice that renders the conflict far more than a sham battle."

B. STUDIES OF YOUTH ATTITUDES

140. BELLows, ROGER M. "Attitudes of Undergraduate Students." *Journal of Higher Education* 5:498-9, December, 1934.

Summarizes and comments on a study of the attitudes of senior students in the University of Chicago, by H. B. Carlson. Views on religion, prohibition, pacifism, communism, and birth control were investigated.

141. BROOKS, LEE M. "Student Interest in Contemporary Problems." *Social Forces* 15:355-8, March, 1937.

Twenty-five social, political, and economic questions were rated by women students in four southern colleges in 1935-36. Some were enrolled in classes in contemporary problems. A small control group of men produced few interests significantly different from those of the women. Personal types of problems were ranked above impersonal, and as study of each subject proceeded, interest grew. Of greater interest were: family, health, crime, vocations, recreation, religion, sci-

ence, social work, international relations, government, social security, and labor. Of less interest were the more technical aspects of economics, politics, and legal matters.

142. BUCK, WALTER. "A Measurement of Changes in Attitudes and Interests of University Students over a Ten-Year Period." *Journal of Abnormal and Social Psychology* 31:12-19, April, 1936.

A comparison between interests, attitudes, worries, and disapprovals of 505 men and 955 women college students in 1923, and 525 men and 1,080 women students in 1933, using the Pressey X-O Test. In 1923 the college students formed only a part of the study, since about 2,000 public school pupils from the seventh grade through high school were included. The results of the 1933 study showed no significant difference in the number of worries expressed, but there was a considerable decrease in the number of disapprovals and an increase in interests. The changes seem to have occurred before the young people entered college.

143. CARLSON, H. B. "Attitudes of Undergraduate Students." *Journal of Social Psychology* 5:202-12, May, 1934.

A statistical study of the attitudes of 215 University of Chicago seniors on such questions as pacifism, birth control, prohibition, God, and communism. From a psychological standpoint there is evidence that there may be a religious factor, an intelligence factor, and a radical-conservative factor bearing on these particular questions. Comparisons are made between the recorded opinions of men and women students, social science and physical science students, and Catholic, Protestant, and Jewish students.

144. DEAN, ARTHUR D. "All Fed-Up on Life." *Journal of Education* 110:442, November 18, 1929.

Results of a survey of social and moral attitudes of young people of high school age, conducted by the *Journal of Education*. Includes a summary of the replies, quotations from them, and the author's comment.

145. DROBA, D. D. "Education and Negro Attitudes." *Sociology and Social Research* 17:137-41, November, 1932.

A report of a study made in 1932 at Ohio State University dealing with the effect of education in general and a course on the Negro in particular upon the attitudes of Negro and white students toward each other. A test consisting of 16 statements was given to the classes at the beginning and end of the semester. Also, the scores of these tests for several years were compared. Among the conclusions reached are these: the course made the white students slightly more favorable toward Negroes, but it also made the attitudes more variable; the seven Negro students in the class registered more favorable attitudes toward the white students than the white students registered toward them.

146. GOLUB, JAY, AND SWAHLN, ALFRED D. "Do American History Students Change Their Attitudes After One Term's Work?" *Historical Outlook* 24:25-8, January, 1933.

Two high school teachers in New York City experimented with the attitude consistency of 206 pupils in 1931-32, by asking them to check 20 questions of public interest at the beginning of the term and again at the end. It was found that the students were opinionated; that there was only 20 per cent of change, and that it was not the direct result of teaching. Considers the implications for education of these facts.

147. JOHNSON, JOSEPH K. "Moral Attitudes of White and Negro Students." *Sociology and Social Research* 20:463-72, May, 1936.

A follow-up of a study made in 1932 dealing with moral judgments of high school pupils of Austin, Texas, on 15 issues. The present investigation of 99 Negroes and 240 white pupils represents symbolic behavior rather than overt, it should be remembered. It was discovered that there are greater differences in standards between Negro boys and girls than between white boys and girls; there is not much difference between Negro and white boys and Negro and white girls; there is some difference between the two groups as a whole, but less than is popularly supposed.

148. JOHNSON, JOSEPH K., AND DAVIS, KINGSLY. "An Attempt to Discover Change in Moral Attitudes of High School Students." *International Journal of Ethics* 44:244-51, January, 1934.

The authors have studied moral attitudes of 240 students in the Austin, Texas, High School over a period of years. This study was made in 1932 and the results are compared with findings of a similar study made in 1926. A list of 15 practices was used as a basis for determining the students' opinions of right and wrong. Among the conclusions it is stated that the "dishonesty" practices of stealing, cheating, and lying are at the head of the lists for both studies. The later investigation revealed some modification of views regarding Sabbath breaking and swearing. Selfishness, drinking, and vulgar talk are considered more serious offenses by the later group, although smoking is considered more acceptable than previously.

149. KIRKENDALL, LESTER A. "A Study of the Changes, Formation, and Persistence of Attitudes of Pacifism." *Journal*

of *Educational Sociology* 11:222-8, December, 1937.

An experiment in attitude changes was conducted in February, 1936, among 180 students of the Teachers College of Connecticut in an effort to discover the effect of an anti-war speech by Senator Nye upon his student hearers. The Thurstone-Droba scale was administered to the group before and after the address, which was attended by only 75 of the students. The general attitude was strongly pacifistic before the address, and a further shift in that direction was observed afterwards. Very slight differences in men's and women's views emerged. Sources of the attitudes were sought by means of statements from 233 students and by the use of a check-list. The influence of war veterans, literature and "horror" photographs, films, parents, and speakers ranked highest on the check-list. Nine months after the original testing, students who attended the lecture again marked the same questionnaire, with practically the same results as before.

150. KOENINGER, RUPERT C. "The Attitude Consistency of High-School Seniors." *School Review* 44:519-24, September, 1936.

Seeks to discover evidence of the "bloodless revolution" which, according to Dean Gauss of Princeton, is taking place in our colleges. Describes the technique used in testing the attitudes of 647 seniors in 10 high schools located in Chicago, Oklahoma, Montana, and Texas. Ten issues of public interest were checked by the students, and their opinions were classified as either radical, liberal, conservative, or reactionary. Most of the liberal attitudes related to problems within the personal experience of the pupils, while the conservative attitudes related to questions with backgrounds of national prejudices and fears.

151. MELBO, IRVING R., AND SWENSON, LOUIS. "Student Interests and Attitudes on Contemporary Problems." *Clearing House* 11:25-8, September, 1936.

Asks whether high school students are interested in current world problems. Are they liberal or conservative? To what degree are their views subject to change? Favors controversial discussions in the classroom as the only way to present all the facts and give opportunity for making choices. Is convinced that students' attitudes concerning contemporary problems are not greatly influenced by the teaching they receive.

152. MOORE, HARRY H. "Autobiographical Sketches of High School Students Revealing Their Social Impulses." *Social Studies* 26:433-43, November, 1935.

A compilation of statements received in the spring of 1933 from 3,769 third and fourth-year secondary-school students, living in 32 different communities, which shows the thoughts of youth on social and economic problems. "It is not enough that youth be eager to build a better world. Some means must be provided to promote among our future politicians and statesmen a sympathetic understanding of the importance of working with others, and to develop in them the skills which will make group thinking and group action more effective."

153. NELSON, ERLAND. "Attitudes Sought by Colleges." *School and Society* 46:444-7, October 2, 1937.

Cites numerous studies which have established definite shifts in students' attitudes on various questions as results of incidental or direct teaching. Raises the question of whether colleges have specific objectives in terms of student attitudes. Check lists and questionnaires were discarded in favor of a study of catalogs

of 68 colleges and universities in order to discover what attitude objectives, if any, were therein expressed. Lists of aims thus found were sent to the heads of the institutions for approval or modification. Among the conclusions emerges the fact that there is considerable confusion regarding desirable attitude objectives and the means for achieving these objectives.

154. NEWCOMB, THEODORE. "Recent Changes in Attitudes Toward Sex and Marriage." *American Sociological Review* 2:659-67, October, 1937.

How do general trends in young people's attitudes regarding marriage and sex conform to the increasing liberality in the areas of individual behavior and of economic and political affairs? The author draws interesting conclusions, chiefly concerning college students' attitudes, on such topics as premarital sex relations and social sanctions, the "double standard", desire for marriage and children, divorce, and the age at which sex knowledge is obtained. The effects of the depression are considered, especially in view of the Lynds' findings in their recent book, *Middletown in Transition*.

155. O'ROURKE, L. J. "A Study in Social Behavior." *Teachers College Record* 38:678-85, May, 1937.

The Institute of Educational Research, Teachers College, Columbia University, is compiling summaries of likes and dislikes of various forms of behavior expressed by 54,000 children in the fourth, fifth, and sixth grades. The pupils built their own lists, thus establishing motivation for desirable conduct as well as setting up a code of conduct. This project is laying a foundation for the development of character traits considered essential to socially acceptable behavior, but from a new approach.

156. REMMERS, H. H. *Studies in Attitudes: A Contribution to Social-Psychological Research Methods*. Studies in Higher Education, No. 26. Lafayette, Indiana: Purdue University, Division of Educational Reference, December, 1934. 112 p. (\$1.25)

Describes and evaluates scales developed to measure attitudes toward institutions, groups, homemaking activities, practices, occupations, vocations, and school subjects. The book is a valuable manual for persons interested in the technical aspects of testing. There is appended a bibliography of 46 items.

157. ROUCEK, JOSEPH S. "Social Attitudes of Native-Born Children of Foreign-Born Parents." *Sociology and Social Research* 22:149-55, November, 1937.

Results of oral questioning of 150 boys and girls of Italian, Jewish, and Slavic origins concerning nationalistic feelings, religious and moral attitudes, and background information. Records of verbatim replies revealed that the Jews had the best manners and vocabularies; the Jews were the least devout and the Slavs the most; the Jews were the most liberal-minded, and the Slavs most bound by moral codes. The Jewish parents were socially and educationally superior to the other two groups. The Slavs were most intensely nationalistic, the Italians next, and the Jews last. To a question concerning the size of families desired by these children, only the Slavs wanted large families.

158. TUTTLE, HAROLD S. "The Campus and Social Ideals." *Journal of Educational Research* 30:177-82, November, 1936. Also, *The Campus and Social Ideals*. New York: the author, College of the City of New York, 1936. 94 p. (\$1.50)

This and previous studies by the author report the findings of an investi-

gation of campus agencies to discover which have significance in the development of "social-mindedness" among students. It appears that some especially favorable influences are the reading of progressive magazines, participation in extracurricular cooperative service projects, working for part of one's expenses, and association with socially-minded faculty members.

159. TUTTLE, HAROLD S. "Cultivating Social Motives." *Journal of Higher Education* 8:321-8, June, 1937.

This writer has devoted considerable time to investigating this question among colleges, "On what means do you rely for the cultivation of social ideals?" A table included in this article divides replies from 275 colleges into such categories as: faculty influence, small enrollment, traditions, democratic spirit, self-support, integrated curriculum, specific courses offered, guidance services, assembly, extra-curricular activities, field-service projects, and dormitory life. Very little agreement was evident in the methods suggested for inculcating a social outlook, and a technique for further studies is offered as a means of measuring gains in social motives.

160. WHISLER, LAURENCE, AND REMMERS, H. H. "The Effect of the Election on High School Pupils' Attitudes Toward the Two Major Parties." *School and Society* 45:558-60, April 17, 1937.

Results of polling 166 Monticello, Indiana, high school pupils just prior to the 1936 presidential election and three weeks following substantiate the theory that the minority group tends to accept the majority opinion. Technical aspects

of the testing process are explained and results are shown by means of tables.

161. WILSON, LOGAN. "Extent of Change in Student Opinions and Attitudes." *Sociology and Social Research* 20:552-8, July, 1936.

An attempt to measure the degree of influence exerted by controversial classroom material on college students in order to determine whether they are easily indoctrinated or made radical. The experiment employed a group of students in the East Texas State Teachers College who were studying English essayists. Tables indicate a negligible percentage of change in attitude after study of their writings, and it is concluded that young people's minds are not as plastic as alarmists fear.

162. ZELIGS, ROSE. "Racial Attitudes of Jewish Children." *Jewish Education* 9:148-52, October, 1937.

An attempt to discover how Jewish and non-Jewish pupils regard other nationalities. The brief summary deals with attitudes of 160 Jewish children and 40 Gentiles, 12 years old. A group of 12 was tested also at the ages of 15 and 18 to determine persistency of attitudes. The test used was adapted to the purpose and covered 39 races. Relationships named were cousin, chum, roommate, playmate, neighbor, classmate, and schoolmate. It developed that the Jews were more tolerant of distant relationships and more reserved concerning intimate relationships than the non-Jews. Both groups favored northern white Europeans over all other races. Much bias and ignorance were evident. Much of this article is devoted to verbatim replies from the 12-year-old pupils.

CHAPTER III

YOUTH IN THE DEPRESSION: UNEMPLOYMENT AND RELIEF

- A. Unemployment among Youth, Nos. 163-195
See also 1510, 1654, 1658, 1659, 1666, 1668, 1670, 1671, 1676-1790, 1823, 2014-2070, 2170-2207, 2311, 2312, 2324
- B. Youth on Relief, 196-204
- C. Effects of the Depression upon Children, 205-212
See also 898
- D. Transient and Homeless Youth, 213-249
See also 525, 2225, 2447-2450

THE dearth of remunerative jobs, resulting from the extreme economic stringency of the early 1930's, was and probably still is the most potent factor tending to frustrate the normal aspirations of young persons and to defeat their legitimate ambitions for a reasonable degree of economic security and independence. It is therefore not surprising that the depression years produced an extensive literature dealing with the extent of unemployment and indigency, and the condition of the youth who were jobless. The unprecedented expansion of governmental relief activities extended to touch destitute youth, either as members of families on relief or as unattached individuals.

Much of the writing on this subject was produced at the peak of the emergency or soon thereafter, and it appears to have declined in volume with the swing toward economic recovery in 1936 and 1937. The more recent tendency is to study problems of the youth population as a whole, rather than to concentrate attention exclusively upon those who happen to be unemployed or receiving relief. This is not to say, however, that detailed investigation of the condition of the less fortunate is any less desirable than hitherto.

Writings concerning governmental activities in behalf of unemployed youth, including the Civilian Conservation Corps and the National Youth Administration, are listed in Chapter XIII.

A. UNEMPLOYMENT AMONG YOUTH

163. ALPER, BENEDICT S., AND LODGEN, GEORGE E. "Youth Without Work." *Survey* 70:285-6, September, 1934.

A view of a typical situation among youth today. Boston's problem of unemployed young people: the effect of idleness on the morale of those who finish school

and are unemployed, and of those who leave high school before graduation.

164. AMERICAN FEDERATIONIST. "Unemployed Young Persons." *American Federationist* 42:950-61, September, 1935.

A memorandum submitted by the liaison committee of the major international organizations to the Nineteenth In-

ternational Labour Conference on the report, "Unemployment Among Young People." Observations on the present economic situation and recommendations for youth's welfare, such as raising the school-leaving age, recreational services, action by trade and private organizations, employment centers, and development of normal employment opportunities.

165. AMIDON, BEULAH. "After College — What?" *Survey Graphic* 22:320-3, June, 1933.

A picture of the plight of many college graduates since 1929 who cannot find work or who are engaged in menial occupations. Many are totally unprepared to earn a living after a college course. Increasing numbers enter graduate schools solely because there are no jobs for them. Mentions a newly-formed group, "Association of Unemployed College Alumni", which is trying to find some relief for its special needs.

166. DAVIS, KINGSLEY. *Youth in the Depression*. American Primers Series. Chicago: University of Chicago Press, 1935. 48 p. (25 cents)

Written in popular style; describes foreign youth movements as well as the agencies set up in the United States to care for youth, such as the Civilian Conservation Corps, the student-aid program, the National Youth Administration, and the American Youth Commission. There are questions for discussion and a bibliography.

167. DAVIS, MAXINE. *The Lost Generation: A Portrait of American Youth Today*. New York: Macmillan, 1935. 385 p. (\$2.50)

A report of Miss Davis' travels over the country investigating the seemingly hopeless situation of idle young people, trained and untrained, optimistic and de-

fated. The futility of relief jobs; suggestions for local, state, and national aid in the form of enlarged public service, employment offices, longer school periods, vocational training in schools, and opportunity for creative work in leisure time.

168. DAVIS, MAXINE. "Our Army of Outsiders." *McCall's* 63:16-17, November, 1935.

An account of a tour of the United States made for the purpose of observing the needs and attitudes of youth today. Discusses Civilian Conservation Corps camps, transient centers, junior employment offices, and the National Youth Administration, particularly the student aid program.

169. DAVIS, MAXINE. "Young Folk Dar Are Now Forgotten." *McCall's* 63: 16-17, October, 1935.

Impressions received from young people in the South on today's problems — what they think about such questions as politics and unemployment, and their personal views on love and marriage.

170. ELDERTON, MARION, editor. *Case Studies of Unemployment*. Unemployment Committee of the National Federation of Settlements. Philadelphia: University of Pennsylvania Press, 1931. 418 p.

One hundred and fifty case-stories including men and women, old and young, native-born and immigrant, skilled and unskilled, from neighborhoods in 32 cities in 21 states, gathered during the prosperous months preceding the fall of 1929 and illustrating the problem of unemployment as it confronts the United States in normal times. The evidence portrays the economic, physical, and psychological effects of unemployment due to seasonal changes, mechanization and other forms of technological displacement, style

and market changes, and the general run of business vicissitudes.

171. FARMER, GARLAND R. "Our Employment Obligation to Youth." *Texas Outlook* 20:15, August, 1936.

Practical suggestions from a newspaper editor and publisher concerning the relief of unemployment among young persons leaving school with no prospects of finding work. He urges the establishment of active employment departments in the high schools. Also strongly advocates that every business concern in the country make room for at least one graduate each year rather than allow them to lose morale in a hopeless search for jobs—this would be a partial solution to the problem.

172. FEDDER, RUTH. "The World Is Laying For You." *Progressive Education* 12:518-24, December, 1935.

Some of the difficulties facing unemployed girls: their despair at not finding jobs, the resulting loss of morale and personality difficulties. Discusses the question of adults' responsibility for helping these young people adjust themselves to a society which does not offer them a place of their own, with a promise of security for the future. Sees our homes and schools failing to teach a practical life philosophy which will fit youth to face economic realities, assume some obligations for community living, use leisure hours profitably, or add to their cultural knowledge. Considers the federal government can best serve as the organization for bringing about work programs for our young people.

173. FUSS, HENRI. "Unemployment Among Young People." *International Labour Review* 31:649-69, March, 1935.

Comments on the recommendations submitted to the 19th session of the In-

ternational Labour Conference, Geneva, 1935. The subjects covered by the report include: school-leaving age, age for admission to employment, education, recreation and other social services for the youthful unemployed, employment centers, development of opportunities for normal employment, and activities of trade organizations.

174. HATCHER, HARLAN. "The Second Lost Generation." *English Journal* 25: 621-31, October, 1936.

Compares the toll of the World War and the recent depression upon youth. The writer, a professor of English at Ohio State University, discusses recent literature on the subject of youth beaten and defrauded of the right to earn places of respect in our social scheme: Maxine Davis' "The Lost Generation", William Saroyan's "The Daring Young Man On the Flying Trapeze" and "Inhale and Exhale"; poetry; novels; and drama, including "Dead End", "Love on the Dole", "End of Summer", and "Winterset." Such writings end on a hopeless note and starkly portray the irreparable loss to a nation of its bright, eager youth. When shall we adopt measures which are more than palliative?

175. INTERNATIONAL LABOUR OFFICE. *Unemployment Among Young Persons*. Report III of the International Labour Conference, Nineteenth Session. Geneva, Switzerland: International Labour Office, 1935. 189 p. Available through The World Peace Foundation, 8 West 40th St., New York City. (\$1.00)

Official statistics of unemployment in several countries; means to provide occupation for unemployed young persons including extension of school attendance period and raising minimum age of entrance to employment, vocational training, opportunities for public and social

service, provisions for recreation, employment centers organized for productive and educational purposes, and the development of normal employment possibilities. Makes recommendations on these measures.

176. INTERNATIONAL LABOUR REVIEW. "Problem of the Unemployment of Young Persons." *International Labour Review* 27:499-519, April, 1933.

A preliminary summary report concerning measures for remedying the effects of unemployment on young people, prepared for the governing body of the International Labour Office. Includes illustrative material from Czechoslovakia, Germany, Great Britain, Sweden, Switzerland, Austria, Belgium, Bulgaria, and the United States. Considers the number of unemployed juvenile workers in various countries; unemployment benefit plans and how they affect young people; projects providing amusement or general or vocational education as a means of occupying spare time; voluntary or compulsory labor service; and the reduction of unemployment among young persons through vocational guidance and employment exchanges.

177. JOHNSON, ALBIN E. "Jobless Youth, A World-Wide Problem." *Rotarian* 48:44-6, January, 1936.

An account of a demonstration of unemployed young people from many nations at Geneva; their problems and suggestions; attitudes regarding labor camps; and what has been done in several countries to relieve the situation; chiefly in reducing working hours, raising the school-leaving age, and organizing compulsory labor camps.

178. KIRKENDALL, LESTER A. "How Unemployment and Relief Affect Educa-

tion." *Journal of the National Education Association* 26:141-2, May, 1937.

Attitudes created in children and young people by continuing unemployment, and the implications for the schools. Many adolescent pupils are despairing, others defiant; some are supersensitive; and most of them reflect their parents' outlook. The majority of children from relief families need early vocational training. For those above the secondary level, there is need for rehabilitation, conserving of skills, and adult education. Educators must be aware of the grave consequences of permanent unemployment, both to human lives and to our nation's progress. They should investigate all new employment possibilities and promote the ideal of socially useful jobs for all.

179. LEIGHTON, GEORGE R., AND HELLMAN, RICHARD. "Half Slave, Half Free: Unemployment, the Depression, and American Young People." *Harper's* 171: 342-53, August, 1935.

The outlook for young people 19 to 29 years of age; objections to Civilian Conservation Corps and relief jobs; and the danger to society of so large a group feeling that they are unwanted.

180. LEWIS, CLARE L. "Child Workers in an Unemployment Period." *American Child* 13:1, 5, January, 1931.

Depicts the plight of young job hunters during the early years of the depression and the work of the Junior Placement Bureau of the New York State Department of Labor. "Only through a concerted emphasis upon the prime importance of more and better training, through the provision of financial aid when needed, and through curriculum adjustments in the school itself can many thousands of our boys and girls be prevented from suffering under a lifelong

handicap as a result of the present period of widespread unemployment."

181. LIPPITT, LUCILE. "No Stone Unturned." *Womans Press* 27:237, May, 1933.

Indicates how various local Young Women's Christian Associations are using Reconstruction Finance Corporation funds for home and work relief projects and care of transients.

182. MAY, MARK A., AND TAYLOR, MILICENT. "Jobless Youth Eager to Help the World." *Christian Science Monitor*, p. 1, May 18, 1935.

A picture of today's idle youth who feel there is no place for them in society, their reactions to being forced into a position of dependence on their families, their willingness to work at any job available.

183. METZ, J. J. "The Ogre of Unemployment." *Industrial Arts and Vocational Education* 26:251, August, 1937.

The outlook for the absorption of our unemployed population — how many will be permanently without jobs? Mentions adjustments in shop programs which have become necessary with pupils now beginning their work experiences at a later age. Shopwork must expand beyond woodwork and drawing courses in order to keep pace with technical advances.

184. MONTHLY LABOR REVIEW. "The Secretary of Labor's Recommendations on the Problem of Unemployed Youth." *Monthly Labor Review* 40:1460-2, June, 1935.

Summarizes the report made by Miss Perkins; gives estimated numbers of idle youth, mentions government projects to aid them, and outlines a proposal which would benefit a great number of this group.

185. MONTHLY LABOR REVIEW. "Young and Old at the Employment Office." *Monthly Labor Review* 46:3-15, January, 1938.

"It is significant that if persons applying to the Service for work are compared with the whole working population as recorded in the census of 1930, the greatest amount of unemployment among men appears in the age groups 20-24 and 55-59 years, closely followed by that of 50-54, and among women at 20 and from 50-59 years." Tables show registrants in active files of the U. S. Employment Service for certain months by age groups; the types of jobs secured through the service for certain periods; ages of persons placed; and numbers of men and of women placed in seven states for April-June, 1937, per 100 registrants by age and occupation.

186. MYERS, GEORGE E. "What of Unemployed Youth?" *Education* 55:468-71, April, 1935.

It should be the school's responsibility to supply a background of civic, social, and economic knowledge; more vocational information and training; give a wholesome recreational life; and teach civic action, such as participation in church, "Y", Red Cross, drama, and other community enterprises. Mr. Myers suggests a federal aid program for youth 16 to 25, giving work in the field of community surveys and other projects.

187. NICKEL, GEORGE D. "Los Angeles Adopts the Work Camp." *Sociology and Social Research* 17:72-8, September, 1932.

An explanation of how the work camps in Los Angeles evolved as a means of tiding men over a period of unemployment, with details concerning the size of the camps, the number of men cared for in them, how they are recruited, the length of their stay, recreational activi-

ties, the furnishing of room, board, work clothes, and tobacco in exchange for six or seven hours work per day.

188. RUNDQUIST, E. A., AND SLETTØ, R. F. *Personality in the Depression*. Minneapolis: University of Minnesota Press, 1936. 398 p. (\$4.00)

One of a series of studies treating the effects of the recent economic depression upon human beings. Much of this book is devoted to a description of the evolution of the scales used to measure attitudes concerning social institutions, morale, education, the family, the economic situation, and the law as related to unemployment. Interesting group differences were revealed in the surveys made among the following selected persons: 713 high school students, 560 university students, 1,024 adults enrolled in evening classes, 412 adults in classes for the unemployed, 21 high school teachers, and 52 men on relief.

189. SCHOOL AND SOCIETY. "The Youthful Unemployed." *School and Society* 41:667-8, May 18, 1935.

Describes an investigation made by the Harvard Division of Sociology and the Massachusetts Department of Public Welfare concerning the migrations, homes, and health of this group.

190. SCOTT, WINFIELD. "California's Unemployment Forest Camps: Where 7,000 Jobless Men Are Earning Food, Shelter and Clothes by Forest Protection." *American Forests* 39:51-4, February, 1933.

Describes the forest relief camps maintained by the state of California, the recruiting of the men, their transportation to the camps, their food and quarters, the amount of work required, the medical care given, the cost to the state. "For only able-bodied men, and men willing to work, go to these forest camps, main-

tained by the state of California. They go to build firebreaks and fire trails, to plant trees, to improve timber stands. They receive no money for their work, but they are fed, sheltered, clothed, given medical and dental attention, and supplied with tobacco."

191. SURVEY. "Youth in the Depression." *Survey* 69:67, February, 1933.

Outlines a speech by Herbert Williams at the New York State Conference of Social Work. A composite picture of youth was obtained from persons working in their behalf. Concludes that the group under 16 years of age actually were somewhat benefited as a result of the depression, while those over 16 have suffered greatly. Lists these observations for both groups.

192. TURNER, FRED H. "Students of the Depression." *Saturday Evening Post* 207:12-13, February 2, 1935.

How a large university met the needs of impoverished students for food, clothes, and money. Mentions the federal student-aid program, ways of reducing living expenses, fraternities, the liquor situation, football, social affairs.

193. WORMAN, E. C. *Youth Without Jobs*. New York: Association Press, 1936. 110 p. (\$1.00)

Reviews and analyzes economic, social, and political factors affecting employment for young people today. Describes many services and projects of local Y. M. C. A.'s, such as vocational guidance, community recreation, clubs, and informal education.

194. YOUNG, OWEN D. "Youth and the Avalanche." *Review of Reviews* 86: 30-2, July, 1932.

Address at the University of Notre Dame, June, 1932. Reviews causes con-

tributing to the depression and argues that the future generations must be better businessmen and sportsmen if a sound economic basis is to be restored. "I like the spirit of a people which fights every inch of retrogression, whether it be in its culture, in its living standards, in its social and educational work, and even in its hopes for the future, extravagant though they be."

195. ZAWADZKI, BOHAN, AND LAZARSFELD, PAUL. "The Psychological Consequences of Unemployment." *Journal of Social Psychology* 6:224-51, May, 1935.

Based on autobiographies solicited from unemployed persons by the Institute for Social Economy of Warsaw, Poland. Condensations of some of the stories are used to illustrate the effects upon mental health of joblessness. The Institute has published 57 of the 774 autobiographies received during the year 1933. They throw light on the emotional attitudes, changes in social and moral outlook, and the immediate distress caused to the families of those unemployed. The writers feel that the group as a whole is incoherent and cannot cause national disturbances until they unite more solidly.

B. YOUTH ON RELIEF

196. BROOKE, CORAL. "Youth En-gulfed; Requiring Employed Children to Contribute Earnings to Family Income." *Survey* 71:10-12, January 15, 1935.

Letters and incidents showing the reactions of young people in relief families to a rule that compels them to support parents, brothers, and sisters, when they may wish to get married, or continue their education, or use their salaries for some other justifiable purpose.

197. HARVEY, O. L., AND SMITH, MAPHEUS. *Statistics of Youth on Relief*. U. S. Works Progress Administration Re-

search Bulletin, Series I, No. 16, January 6, 1936. 31 p. mimeo.

Presents data based on figures for May, 1935, on youth in general, in cities, in the country, transients, and in Civilian Conservation Corps camps. Classifies different groups by age, sex, family membership status, work experience and status, school experience.

198. KRANE, DANIEL G. "Adjustment of Youth On Relief." *High Points* 18: 5-15, March, 1936.

A dean of boys in a New York high school presents the problem involved in giving relief to young persons and discusses three such projects: The Civilian Conservation Corps, the National Youth Administration, and the Student Relief Fund of the Abraham Lincoln High School. He anticipates a future where direct relief measures will not be needed and describes the volunteer services performed by pupils before the NYA program was set up.

199. MONTHLY LABOR REVIEW. "Youth On Relief." *Monthly Labor Review* 43: 45-7, July, 1936.

Estimates based on relief figures for May, 1935. A table shows race, sex, occupational group, employment status, and work experience. Also mentions rural and transient youth.

200. SPRINGER, GERTRUDE. "I Earned It, Didn't I?" *Survey* 72:108-9, April, 1936.

Stories of the personal tragedies of some of the young people under the Works Progress Administration and "security wages."

201. STUTZMAN, RACHEL. "Girls and the Youth Movement." *Practical Home Economics* 13:278, September, 1935.

Brief mention of a study of Detroit girls in relief families and the trials ex-

perienced by out-of-school, unemployed girls in general. The study revealed more serious personality difficulties in this group of girls than in any other and the need for teachers to give more practical and enriched education to young people.

202. THOMSON, MARGARET M. "Youth on Relief in Minneapolis." *American Teacher* 20:23-4, March, 1936.

The inadequacy of the National Youth Administration program and the need for ratifying the Child Labor Amendment. The situation in Minneapolis, where only 650 out of 5,000 unemployed, out-of-school youth are helped to any extent. Urges the American Federation of Teachers to work for continued federal and state aid for needy young people in school.

203. U. S. FEDERAL EMERGENCY RELIEF ADMINISTRATION. *7,400,000 Children Under 16 Years of Age on Relief Rolls.* Washington: Federal Emergency Relief Administration, January 4, 1935. 6 p. mimeo.

A paper presented for Aubrey Williams at the National Conference on the 1935 Needs of Children in New York City. Cites some of the contributions of the FERA to improving the conditions of underprivileged children and examples of child labor in the beet sugar fields, factories, and mills to show the lack of opportunity of poor children. "The children of the poor are less dramatic in their appeal yet they constitute the great majority of children alive."

204. U. S. WORKS PROGRESS ADMINISTRATION. *Youth on Relief.* Washington: U. S. Works Progress Administration, Division of Social Research, February, 1936. 29 p.

Pictographs showing the situation of youth aged 16-24, particularly those on

relief, prepared for the National Youth Administration. Data relate to the situation in May, 1935. Included in the charts are these: Youth in the Population of the United States, Places of Residence of Youth on Relief, White and Colored Youth in Urban and Rural Areas, Usual Occupations of Youth on Relief, Reasons for Youth on Relief Not Seeking Work (Urban), Youth Enrolled in the Civilian Conservation Corps.

C. EFFECTS OF THE DEPRESSION UPON CHILDREN

205. ELIOT, MARTHA M., AND BURRITT, BAILEY B. *Some Effects of the Depression on the Nutrition of Children.* Child-Welfare News Summary, July 12, 1933. Washington: U. S. Children's Bureau, 1933. 9 p. mimeo.

A summary showing the severe effects caused by long periods of unemployment and want on the health and nutrition of children, based on limited statistical data, case reports, and individual opinions presented at the National Conference of Social Work in Detroit, June, 1933. The issue covers malnutrition among children of school age, pre-school age, and infants, and gives additional evidence of the effect of the depression on health.

206. LENROOT, KATHARINE F. "The Welfare of Children." *American Journal of Sociology* 40:746-54, May, 1935. Reprint available.

Reviews the effects of the depression and of recovery upon children. Information on the infant mortality rate from 1928 to 1933; the increase in malnutrition and illness in children as a result of the depression. The child health recovery program; the effect of the NRA codes upon the employment of 14 and 15 year

olds in 1933. The decrease in juvenile delinquency; and the status of mothers' pensions.

207. LUMPKIN, KATHARINE D., AND DOUGLAS, DOROTHY W. "The Effect of Unemployment and Lost-Time During 1931 in the Families of 200 Alabama Child Workers." *Social Forces* 11:548-58, May, 1933.

Deals with the chief facts that throw light upon economic conditions, such as the effects of lost working time upon consumption habits and financial security and the effects of wage-cuts, in the homes of 191 child workers' families in Alabama during the beginnings of the recent business depression. "All of these ill effects of a depleted income were plainly cumulative: a total loss of much under 20 per cent of working time, or a corresponding reduction of earning power through wage-cuts, even when the loss was by the chief wage-earner, caused as a rule only minor disturbances; while losses of 20 to 40 per cent, and of 40 per cent and over, caused increasingly serious changes, not only as regards ill effect taken separately but in the clustering of ill effects."

208. PALMER, CARROLL E. "Further Studies on Growth and the Economic Depression." U. S. Public Health Service. *Public Health Reports* 49:1453-69, 1934. Available as Reprint No. 1660. Washington: Government Printing Office, 1935. 17 p. (5 cents)

The third in a series of studies presenting the results of research on changes, from year to year, in the growth in weight of elementary-school children in a typical small city (Hagerstown, Maryland). Compares the actual weights of the children in 1921-27, in 1933, and in 1934; annual gains in weight in 1933-34 and in 1921-27; weight and annual

gains in weight of children from different economic classes.

209. PALMER, CARROLL E. "Growth and the Economic Depression: A Study of the Weight of Elementary School Children in 1921-27 and in 1933." U. S. Public Health Service. *Public Health Reports* 48:1277-92, 1933. Available as Reprint No. 1599. Washington: Government Printing Office, 1934. 16 p. (5 cents)

A study of 1,269 girls and 1,245 boys attending the first six grades of the public schools in Hagerstown, Maryland, undertaken to find out whether the weights of the children now living in Hagerstown differ in any significant details from the weights of children of the same age and sex who resided there during more prosperous years. Compares the average weight of the children in 1921-27 and in 1933; the standard deviations of weight in 1933 and in 1921-27; the percent of children underweight in 1921-27 and in 1933; the weight of children in different economic classes in 1933; the weight of children receiving and not receiving welfare aid.

210. PALMER, CARROLL E. *Height and Weight of Children of the Depression Poor*. Health and Depression Studies No. 2. Reprint No. 1701 from the Public Health Reports. U. S. Public Health Service. Washington: Government Printing Office, 1935. 7 p. (5 cents)

Deals with the relative changes in height and weight of children in urban families which remained in comfortable circumstances during the period 1929-33, those remaining poor, and those in a comfortable situation in 1929 but becoming poor by 1933. There is evidence that it is the children in families who have

become poor who have been affected by the depression.

211. WILLIAMS, H. D. "Effects of the Depression upon Youth." *Journal of Social Hygiene* 19:412, October, 1933.

Summary of an article in the *Quarterly Bulletin* of the New York State Conference of Social Work. Lists five "constructive elements" and fourteen "destructive elements", with the notation that practically all of the latter apply to youth above the age of sixteen. Emphasizes insecurity and mental stress.

212. WILLIAMS, JAMES M. *Human Aspects of Unemployment and Relief with Special Reference to the Effects of the Depression on Children*. Chapel Hill, North Carolina: University of North Carolina Press, 1933. 231 p.

A dark picture of the debilitating and demoralizing effects of the depression, and a subjective survey of what the principal public and private social agencies do in the way of amelioration. Recommends consistent national economic planning.

D. TRANSIENT AND HOMELESS YOUTH

213. ALLARDYCE, ARCHIE. "Wandering Minds and Wandering Feet." *Occupations* 13:153-5, November, 1934.

Questioning of 230 transient boys passing through Cincinnati on vocational guidance in school, reasons for leaving school, ambitions, and job experience. Places part of the blame for the misfits upon the schools.

214. BOWLER, ALIDA C. "Problems of the Transient Boy — in Relation to a Community's Social Hygiene Program." *Journal of Social Hygiene* 19:188-93, April, 1933.

Two case histories illustrate the necessity for better social hygiene education for young people and facilities for treating those who need medical care in the home community.

215. COMMITTEE ON CARE OF TRANSIENT AND HOMELESS. *After Five Years: The Unsolved Problem of the Transient Unemployed*. New York: the Committee, 1270 Sixth Ave., 1937. 12 p. (10 cents)

A brochure discussing the following topics, among others: migration and transiency in American history; the problem of transiency in the great depression; the federal transient program; the present chaotic situation and current efforts toward uniform and reciprocal state laws regarding the social security of the migratory population. Asserts the problem of transiency is now as great as ever, and pleads for a federal and state policy of government which will recognize in law a continuing responsibility for the welfare of non-settled persons. Contains a bibliography.

216. DAVIS, MAXINE. "200,000 Vagabond Children." *Ladies Home Journal* 49:8-9, September, 1932.

An article in popular style based on facts concerning young transients reported to the U. S. Children's Bureau of the Department of Labor by Wayne McMillen.

217. JOURNAL OF SOCIAL HYGIENE. "The Transient Boy." *Journal of Social Hygiene* 18:415-16, October, 1932.

Highlights from the study made for the U. S. Children's Bureau by Alida C. Bowler, Wayne McMillen, and others, early in 1932, to secure information on the number of migrant boys, the parts of the country they were wandering into in the greatest numbers, how the local

communities were providing for the transient problem, and the effect of migrancy on the young people. Chiefs of police and executives of community chests and councils of social agencies were corresponded with in 25 cities situated in different parts of the country and field visits were made to important traffic centers like New Orleans, Memphis, Birmingham, St. Louis, Kansas City and to cities in Texas, Oklahoma, New Mexico, Arizona, California, and Utah.

218. LEVY, JOHN. "Homeless Boys' Retreat." *Mental Hygiene* 17:369-73, July, 1933.

An article based on a series of psychiatric interviews with homeless boys passing through New York City. Shows that the experience of transient youth in being unable to find employment in other cities is leading to undesirable personal attitudes such as discouragement and moroseness.

219. LOVEJOY, OWEN R. "America's Wandering Boys." *Current History* 37: 565-70, February, 1933.

Activities of welfare agencies in caring for homeless boys; territories where the problem is greatest; reasons for their being on the road; need for repairing our economic, social, and political defects.

220. LOVEJOY, OWEN R. "Prison Camps for Homeless Boys." *New Republic* 74:77, March, 1933.

A letter to the editor concerning the plight of America's wandering boys which explains a proposed plan to house thirty to fifty thousand vagrant boys in each of several unused army cantonments under strict discipline until the return of prosperity, but avers that "any plan of mass treatment and wide departure from well recognized standards of social case work will aggravate the evils it seeks to cure."

221. LOVEJOY, OWEN R. "Uncle Sam's Runaway Boys." *Survey* 69:99-101, March, 1933.

The types of wanderers found in New York's Children's Aid Society centers; only five per cent are homeless. Condemns military camps for transients and recommends smaller camps where a moderate amount of labor may be required along with considerable recreation and personal supervision. Suggests sending all to farms when possible.

222. McMILLEN, A. WAYNE. "An Army of Boys on the Loose." *Survey Graphic* 68:389-93, September 1, 1932.

The mounting number of young migrants is emphasized by figures from the Volunteers of America in Phoenix, the Salvation Army in El Paso, the central registry for transient men operated by the municipal government in Los Angeles, and statistics from shelters and soup kitchens in other places. Calls attention to the need for a federal transient service fund and presents the opinions of Grace Abbott, Chief of the U. S. Children's Bureau, on a method of attacking the migrant boy problem. "The least tangible but perhaps the most devastating hazard that roving boys encounter is the infectious attitude of the seasoned hobo. The philosophy of 'no work' is attractive to youngsters most of whom are not equipped by education and experience to accept any but the most unskilled, ill-paid jobs."

223. McMILLEN, A. WAYNE. "Migrant Boys: Some Data from Salt Lake City." *Social Service Review* 7:64-84, March, 1933.

A sampling of transient boys who applied for aid in Salt Lake City furnished statistics on their education, children in the family, fathers' work status, age at which the boys went to work, and length of time spent in their jobs. The

boys were afraid of work camps, but welcomed suggestions concerning their going into trade schools. Includes extracts from Mr. McMillen's testimony before a Senate committee in support of the Cutting Bill.

224. MINEHAN, THOMAS. *Boy and Girl Tramps of America*. New York: Farrar and Rinehart, 1934. 267 p. (\$2.50)

The experiences of a young sociology professor who lived a tramp's life for two years; his account of young boys and girls, half of them under 18 years old, drifting about hungry and ragged. Urges some plan for taking care of this homeless army.

225. MINEHAN, THOMAS. "Boy and Girl Tramps of the Road." *Clearing House* 11:136-9, November, 1936.

Contrasts the situation in 1933, when an estimated 250,000 boys and girls were roaming over the country, with that of 1936, when approximately 25,000 footloose youth still constituted a part of the transient problem. Improved economic conditions, relief appropriations, Civilian Conservation Corps camps, and the National Youth Administration have been partly responsible for the decrease in numbers. Recommends state scholarships for needy students, and urges that visits to parks and capitols be provided as regular educational experiences for youth. Speaks of the many unadjusted young persons who can become useful citizens with proper education.

226. MINEHAN, THOMAS. "I Don't Want to Be a Bum: What Future For America's 250,000 Boy and Girl Vagabonds?" *Scholastic* 25:11-12, October 6, 1934.

Reprint of a section from Thomas Minehan's book *Boy and Girl Tramps of America*, which shows why the youth left home and how they are affected by trans-

sency. "The problem, I admit, is not simple. America is still in a depression. The families of the boys, where families exist, cannot take care of them. Industry has little enough work for experienced, competent men and none at all for immature youths. Schools with budgets cut and terms shortened cannot assume new burdens. We are no military nation demanding a large standing army. Over a quarter million boys and girls are on the road. Work camps are but expedients. They cannot solve the problem."

227. MINEHAN, THOMAS. "Youth and the Depression." *Social Studies* 26:145-51, March, 1935.

Outlines the transient youth problem and its relation to the general youth problem and the economic depression. Points out how the training of young people in competitive practices and individualistic thinking hinders their adjustment to the type of cooperative action needed in our present day society. Discusses ways in which social science instruction can help youth. "The problem of vagrant youth, serious as it is, is but a part of the whole youth problem in America. Homes can be just as barren as box cars. Boys and girls suffer as much mental anguish unemployed and unadjusted in towns and cities as they suffer physically on the road. The group of ambitious, well-trained youths who find no opportunity to exercise their talents are as unfortunate and frustrated as the group on the road. Honor graduates of great universities find themselves not only unemployed but in bread-lines alongside of southern mountain boys who can neither read nor write."

228. NEWCOMB, FRANKLIN F. "Transient Boys." *Family* 14:57-9, April, 1933.

The problem of transient boys in Los Angeles, including the group that be-

come migrants regardless of economic conditions and two groups recently added: boys from the farming sections of Texas, Oklahoma, and states of the Middle West, and eighteen-year-old youth who are just out of high school or who have been compelled to leave school for economic reasons. The solution to the transient problem lies in the home community from which the boy comes and his abilities, interests, and desires should be put to use there.

229. NORRIS, LOWELL A. "America's Homeless Army." *Scribner's* 93:316-18, May, 1933.

Dismal picture of wandering boys and girls, compared to the "wild children" of old Russia. Explains how some of these homeless children were rescued and colonized. Presents suggested program for the care of our migrant youth from the U. S. Children's Bureau. Outlines functions of community services which should be made available, such as food, shelter, registration, and counseling.

230. NYLANDER, TOWNE. "Wandering Youth?" *Sociology and Social Research* 17:560-8, July, 1933.

Furnishes statistics on the number of transients; describes four types of migrant boys, their life on the road, in jungle camps, and in large cities; outlines some of the proposed solutions to the transient problem; and suggests that a series of permanent, self-sufficient farms be established. "These farms should be large enough to permit considerable diversification and may even be almost self-supporting after once established. The principle of their operation should not be that of a reform school but rather that of a group of families cooperating to earn a livelihood. The boys might live in cottages, groups of six or ten boys in each cottage under the paternal and maternal

care of persons qualified to serve in the capacity of parents."

231. OLVER, ALMUS. "What of the Transient?" *Social Welfare Bulletin* of the New York State Department of Social Welfare 7:5-7, 9, September, 1936.

Interesting history of transiency, with analysis of certain conditions peculiar to American life and law which characterize its present status and persistency. Advocates for every county a central bureau where all transients would be interviewed, resulting in "accurate, constant information regarding the ebb and flow of numbers and the needs they present."

232. OUTLAND, GEORGE E. "Boy Tramps of the Road: A Further Statement." *Clearing House* 11:277-9, January, 1937.

Prompted by Thomas Minehan's article, "Boy and Girl Tramps of the Road", in the November issue of *Clearing House*. Believes the number of young migrants has been overestimated. Refers to the fairly satisfactory recreational and educational backgrounds of boys studied at the Central Bureau in Los Angeles. Agrees with the proposal for a system of hostels and for cheap rail fare for homeless boys, and adds the suggestion that camps combining the best features of Civilian Conservation Corps and transient camps might prove worthwhile. Closes with an appeal to teachers to try to help solve the problems of discouraged boys still at home.

233. OUTLAND, GEORGE E. "Education of Transient Boys." *School and Society* 40:501-4, October 13, 1934.

Statistics on the amount of schooling of 5,000 transient boys between the ages of 15 and 20 registered in Los Angeles. Charts and tables show this information

by states, and the author comments on the variations indicated, including the difference between the status of rural and urban youth.

234. OUTLAND, GEORGE E. "The Federal Transient Program for Boys in Southern California." *Social Forces* 14:427-32, March, 1936.

Separate treatment of transient boys aged 16 to 21, as practiced in Southern California. Methods of sending boys home, and ways of caring for those who cannot or will not return to their homes. Results indicate a high degree of successful rehabilitation in the resident and transportation camps, with their work, study, and recreational programs.

235. OUTLAND, GEORGE E., AND EADS, H. M. "Causes of Boy Transiency." *Family* 16:314-16, February, 1936.

Estimates the number of young migrants at between 100,000 and 250,000, and maintains that personal case work and checking with the homes from which the migrants come constitute the only method of effective rehabilitation. Shows that the reasons for leaving home given by boy transients are none too accurate, by comparing the reasons given by 400 boys in Southern California with information obtained from social agencies in the boys' home towns.

236. OUTLAND, GEORGE E., AND EADS, H. M. "The Recreational Background of Our Transient Boys." *Recreation* 30:33-4, 45-6, April, 1936.

Questionnaires filled out by 347 migrant boys in Southern California in August, 1935, disclosed that 92 per cent had participated in organized group recreation, including athletic teams, church clubs, Boy Scouts, high school clubs, musical organizations, Y. M. C. A.'s, Y. M. H.

A.'s, and playground groups. Probably some transiency could be prevented by means of more satisfying leisure-time programs in the home communities from which young transients migrate.

237. PARRISH, WAYNE W. "Federal Camps Tackle Problem of Transients." *Literary Digest* 118:33-4, July 7, 1934.

A brief synopsis of the situation before the inauguration of the Federal Emergency Relief Administration transient program, the amount of money spent since its initiation, the number of transient camps, the number of people being cared for by them — their sex, age, and marital status.

238. PLUNKERT, WILLIAM J. "Migrant Youth." National Probation Association, *Yearbook* 1932 and 1933:36-41.

Analyzes the causes that lead boys to leave home and the conditions they meet in other cities: types of lodging houses, jail treatment, feeding policies, regulations concerning the duration of their stay. States that the existing facilities for the care of migrant youth are inadequate and suggests some remedies.

239. REED, ELLERY F. *Federal Transient Program: An Evaluative Survey, May to July, 1934*. New York: Committee on Care of Transient and Homeless, 1270 Sixth Ave., 1934. 143 p. (75 cents)

The number, composition, and character of the transient group; administration and personnel of local, state and federal programs; case-work, physical care, medical care, and the provisions for work, recreation, and education in transient service bureaus. Concludes with recommendations for improvement and continuation of the program.

240. ROHRBAUGH, LEWIS. "Backgrounds of Minor Transiency." *School and Society* 43:583-4, April 25, 1936.

Calls attention to factors other than economic which are responsible for much of the wandering of boys and young men. Mentions three local studies of causes of youthful transiency: 2,007 boys registered in Fort Worth, Texas; 482 boys at Philadelphia during the last months of 1934; and 150 at the Boys' Bureau in New York City during December, 1935. Adequate family counseling service might check some migration, since broken or discordant homes were named as the cause of leaving by 40 per cent of the New York group, 22 per cent of the Philadelphia group, and 4 per cent of the Fort Worth group. "Seeking work" accounted for 26 per cent in New York, 54 per cent in Philadelphia, and 74 per cent in Fort Worth. Four per cent of the New York registrants, and approximately 15 per cent of the other two groups, were motivated by a desire for adventure, according to their own statements.

241. ROHRBAUGH, LEWIS. "Educating the Transient." *Journal of Educational Sociology* 9:243-6, December, 1935.

What numbers of the federal transient centers are doing for their clients, with particular reference to the educative and retraining programs practiced in Arizona, Nebraska, Texas, and New Mexico. There is wide variation in the services offered over the country. Foresees the end of federal relief in the near future in favor of Works Progress Administration projects.

242. ROHRBAUGH, LEWIS. "More Light on Migrant Boys : Employment Histories and Training Preferences." *School Review* 44:89-92, February, 1936.

Supplements information gathered by George E. Outland and reported in

School Review, November, 1935. Those data concern the employment backgrounds and vocational preferences of young transients registered in a Philadelphia center, with a few figures from Texas included. Tables.

243. ROHRBAUGH, LEWIS. "Recreation and the Transient Program." *Recreation* 29:591-2, 611, 612, March, 1936.

The growing recognition of the value of planning recreational programs in transient camps and shelters. Some of the early difficulties which confronted camp leaders, chiefly financial and personnel problems. Craft projects, newspapers, and athletics are extremely useful in rehabilitation of the men and boys. Neighboring towns have been generous with help in setting up schedules of recreation.

244. SCHOOL AND SOCIETY. "A Vocational School for Homeless Young Men." *School and Society* 41:143-4, February 2, 1935.

An account of an experiment made by the New York State Relief Administration which provided instruction in trades for a group of young men aged 16-30, registered in transient centers.

245. SCHUBERT, H. J. P. *Twenty Thousand Transients*. Buffalo: Emergency Relief Bureau, 1935. 150 p.

Data showing the characteristics of clients registered in Buffalo's Transient Center during 1934. The study was made possible through the cooperation and actual assistance of the men and boys concerned. Covers topics such as: race, age, origin, destination, time spent at centers, former occupations, schooling, health, social background. There are shorter sections on seamen, families, and single women; and a section on treatment methods, the office work, and camp projects.

246. SPRINGER, GERTRUDE. "Send 'em Back Home." *Survey* 71:364-5, December, 1935; Discussion, 72:63, February, 1936.

Stories of young migrants met in the relief agencies and the difficulty of knowing what should be done with them — the "send 'em home" attitude and the sympathetic attitude which realizes that mental conflict is not cured so easily.

247. THOMAS, MARGARET. *Study of 156 Federal Transients Ages 12-28 For Whom Return Transportation Was Paid, December, 1933, Through June, 1935.* Public Welfare Monograph No. 8. Olympia, Washington: Department of Public Welfare, 1935. 13 p. mimeo

Includes figures on size of cities and towns from which these young transients came.

248. WEBB, JOHN N. *The Transient Unemployed: A Description and Analysis of the Transient Relief Population.* Research Monograph VII. Washington: Works Progress Administration, Division of Social Research, 1935. 132 p.

Brings together the results of a series of studies presenting a comprehensive analysis of the characteristics of the transient relief population. Includes 8 text

tables, 9 charts, 10 maps, 39 supplementary tables, a digest of relief bills containing provisions for needy non-residents, and case histories showing reasons for transiency. "It seems evident from this study that the problem of depression transiency can be solved only through an adjustment of this mobile labor supply to areas where there is a demand for their services. Resettlement and stability are contingent upon economic opportunity."

249. WILSON, ROBERT S. *Community Planning for Homeless Men and Boys.* New York: Family Welfare Association of America, 1931. 144 p. (50 cents)

A study of the actual experiences of 16 representative cities in providing for homeless men and boys during the winter of 1930-31, made at the request of the President's Organization on Unemployment Relief. Provides a basis for effective community planning to meet the needs of the 1931-32 winter. Part One deals with the actual experience of the 16 cities during the winter of 1930-31; Part Two presents the essentials for a successful community program as found in these cities; Part Three discusses the homeless man as an individual. Appendices include samples of a transportation agreement, registration form, sample budget, and references for reading.

CHAPTER IV

EMPLOYMENT AND VOCATIONAL ADJUSTMENT

- A. Economic Trends and Shifting Occupational Patterns, Nos. 250-279
- B. Occupational Information, 280-309
 - See also 2451, 2452, 2454
- C. Occupational Ability Patterns, 310-317
- D. Vocational Interests and Preferences, 318-330
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- F. Vocational Guidance and Counseling, 340-426
 - 1. General Principles, 340-373
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- G. Adjustment, Placement, and Follow-up Services, 427-452
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AS each youth reaches maturity, it is supremely essential that he shall find a suitable occupational niche in which he may exert his productive energies, earn at least a living wage, and have reasonable opportunity for advancement commensurate with the development of his abilities. The satisfaction of doing a good job well, of pulling one's own oar in the economic stream, of contributing by his daily work to the welfare of society, his family, and himself, is eagerly desired by youth. Unhappily the induction of youth into adult vocational life, once a simple and matter-of-fact process in our agrarian age, is immensely complicated in this day of vanished physical frontiers, industrialization and urbanization, swift technological changes, and catastrophic financial crises.

The conviction grows that society, through agencies of research, education, guidance, placement, and training, can construct a bridge across the barren chasm faced by millions of young persons between their school-leaving and their employment on their first full-time jobs. Much has been written on the subject from many angles, as the references which follow will attest. Yet only a small part of the literature is here represented. More comprehensive keys, such as the *Occupational Index* and other similar bibliographical works, may be found in many libraries.

A. ECONOMIC TRENDS AND SHIFTING OCCUPATIONAL PATTERNS

250. BARNARD, EUNICE F. "Girl Graduate, 1936." *Independent Woman* 15: 203, 222, July, 1936.

The outlook for the half million girls graduating in June, 1936, from high schools and colleges. Sees a brighter future for them than for those leaving school during the past six years, especially since employers are choosing the recent graduate in preference to the "depression

graduate" largely through a fear that the older group has become unemployable. Quotes examples of increase in jobs and even in salaries reported by the Educational Service Bureau of Teachers College, Columbia University, and the Y. W. C. A. Calls attention to the raised requirements which have been brought about by a surplus of material, and the pressing need for better guidance in the schools, particularly in regard to occupational trends. The 1936 graduate possesses a broader social outlook than her predecessors, believes in government aid to students.

251. BINGHAM, WALTER V. "Abilities and Opportunities: Some Meanings of Trends in Occupational Distribution." *Occupations* 12:6-17, February, 1934.

Reports significant changes that have been taking place in the distribution of occupational opportunities: the drift toward personal service jobs; the trends of the relative growth or decline of occupational groups; the contrast in the number of people in higher level and lower level occupations. "There need be little surplus of occupational talents if the changing trends of opportunity are understood, current information regarding them is broadcast, the right sorts of education and training are provided, and young people are helped to plan their preparation for those kinds of work that will most probably be in demand."

252. BOWMAN, D. O. "For What Shall the College Man Train?" *Journal of Higher Education* 7:433-6, November, 1936.

The author has analyzed the occupational shifts in the United States between 1920 and 1930, based on census figures, revealing relatively fewer workers engaged in the production industries of agriculture, forestry, fishing, mining,

manufacturing and mechanical trades. Relatively more workers are found in distribution and service occupations, transportation, communication, clerical work, professional, domestic, and personal services. College men have unlimited opportunity to develop their abilities along lines of technological advance with its demand for men to direct and administer its improvements.

253. CHAMBERS, M. M. "Where Will Youth Find Jobs?" *Occupations* 15:861-6, June, 1937.

Points out that there is little likelihood of more jobs in agriculture, manufacturing, and commerce without a substantial shortening of the working week, and no great promise in other fields. Suggests that the "service" occupations, including domestic, professional, and public, will eventually expand as the need for more and better teachers, librarians, recreation leaders, and public health workers grows.

254. CLARK, HAROLD F. "Exploring Occupational Trends." *Occupations* 14: 766-72, May, 1936.

Data on recent trends in agriculture, manufacturing, transportation, clerical occupations, and professions, with a table showing the estimated use of our human resources in 1936. The inadequacies of the basic data are pointed out, and also the need for an organization to make annual studies of the numbers of people who should enter each occupation.

255. CLARK, HAROLD F. "Planning Occupational Distribution." *Occupations* 12:18-26, February, 1934.

Convincingly advocates a master plan of occupational distribution for the nation, the states, and each community, "based upon the assumption that all of the people are to be used to do all the

work." Points out the vast possibilities of increased employment in the service occupations.

256. COXE, WARREN W. "The Changing Occupational Pattern in New York State and Its Implications for Education." *Reconstructing Education Through Research*, p. 240-4. Washington: American Educational Research Association, May, 1936. (\$1.50)

Data from the U. S. Bureau of the Census and a new classification of occupations on a social-economic basis have been used in this study of the distribution of workers in New York State. The trends differed slightly in degree but not in nature from trends for the entire country. Analyzes the trend away from production occupations toward distribution and service occupations. Interprets the bearing upon education of the changes in occupational patterns. Advises teaching young people the kinds of changes occurring, how to measure them and anticipate new forms of enterprise. Urges students to avoid too narrow specialization in preparation and to give attention to the study of economics and sociology.

257. DAVIDSON, PERCY E., AND ANDERSON, H. DEWEY. *Occupational Mobility in an American Community*. Stanford University, California: Stanford University Press, 1937. 203 p. (\$3.25)

"The primary concern of this study is to discover the amount and kind of occupational movement that is taking place in a community of workers and to relate it, as far as possible, to factors indicative of social-economic status such as schooling, income, number of dependents, and occupational status of father." This study is based on the male working population of San Jose, California, and presents some implications for vocational guidance in public schools. It is a valuable contribu-

tion to needed research in the area of occupational opportunities and movements.

258. DAVIS, MAXINE. "The Chance of a Job: Before 25." *Survey Graphic* 27: 86, 123-5, February, 1938.

A tour of the country in the summer of 1937 resulted in this hopeful report of the employment situation of recent high school and college graduates. Employment agencies could scarcely fill requests for young workers, especially for high school graduates. A diploma from a technical high school practically assured immediate employment. A significant rise in educational requirements typifies the post-depression period. Once more representatives of large corporations are visiting colleges to find material. In Los Angeles in 1937 the trend in jobs is indicated by the fact that in the order named service jobs, clerical positions, and crafts and skilled trades drew 61 per cent of the total young people placed in jobs.

259. ELLINGSON, MARK. "How Much Do Occupations Change?" *Educational Research Bulletin* (Ohio State University) 15:216-19, November 11, 1936.

A defense of occupational analyses as bases for curriculum building in high schools. A re-analysis of 22 groups of vocations first studied in detail in 1930 has been used as a check on the amount of change occurring in the activities involved. A few basic activities of the professional photographer serve to illustrate the contention that a "five-year re-analysis of an occupation will adequately keep the description of the general pattern up to date" and "changes are adequately cared for by placing the responsibility for flexibility and modification of topic content upon the shoulders of an alert instructor."

260. FRYKLUND, V. C. "Training and Changing Technology." *Industrial Arts and Vocational Education* 22:368-71, December, 1933.

Points out that occupations seem no longer to be lifetime occupations, and that the need for versatility and adaptability creates the necessity for more training activities. Discounts technological displacement of workers, holding that it is largely balanced by reabsorption in new jobs.

261. HALL, O. MILTON. "How Occupational Trends Are Studied: A Review and a Bibliography." *Occupations* 12: 27-42, February, 1934.

Presents information on the trend of demand and rate of replacement in industry. The bibliography contains 190 items and is drawn from one made by the Personnel Research Federation.

262. HOPPOCK, ROBERT, AND SPIEGLER, SAMUEL. "New Opportunities." *Occupations* 15:785-9, May, 1937.

Reports an encouraging outlook in many lines of industry, as expressed by New York Public Works Administration officials, writers in trade publications, the National Industrial Conference Board, college placement bureaus, and leaders in certain of the professions. According to the *Monthly Labor Review*, the supply of available workers still exceeds the demand "although a shortage of labor is reported in certain sections." There are a number of interesting comments and suggestions for jobs for young men and women, some of them opening up in new fields.

263. HURLIN, RALPH G., AND GIVENS, MEREDITH B. "Shifting Occupational Patterns." In *Recent Social Trends in the United States*, p. 268-324. New York: McGraw-Hill, 1933.

The proportion of the population gainfully employed, major occupational groups, selected occupational changes, the non-gainfully employed, and occupational insecurity and unemployment. Tables and charts.

264. JOHNSON, ALBIN E. "The Challenge: More Workers Than Jobs." *Rotarian* 48:23-5, 53-4, February, 1936.

A general view of the international labor situation; figures on unemployment in other countries and some experiments which are in progress.

265. LITERARY DIGEST. "Jobs in June: Class of 1937 Faces Cheerful Prospects in Business World." *Literary Digest* 123: 26-8, May 15, 1937.

According to a survey made by the Minneapolis Investors' Syndicate, young persons graduating from college in June have the most favorable employment outlook since 1930. Placement officers in 218 colleges stated that the greatest fields of opportunity seemed to be engineering, business administration, general business, and teaching. Least promising were journalism, law, and investment banking. Includes statistics on percentages of graduates expected to be employed at once. Lists qualities sought by employers and also the names of companies recruiting employees this year.

266. MATHEWSON, R. H. "Scholastic's Nationwide Vocational Survey." *Scholastic* 30:12-13, 19, April 3, 1937; 18-20, April 17, 1937; 22-3, April 24, 1937; 27, May 8, 1937.

The first article lists 10 general occupational fields for college graduates most often mentioned in the replies of 51 college placement officers to *Scholastic's* inquiry. Also mentions a number of other favorable employment possibilities in more restricted lines of work. There are sum-

maries on three topics as well: engineering, education, and the outlook for college women, as interpreted from the comments of the placement directors. The three subsequent articles describe job opportunities and occupational trends in the different states, as seen by U. S. Employment Service directors.

267. NEWS WEEK. "Jobs: 'Ivory Hunters' Invade Colleges to Bag June Graduates." *News Week* 9:36-8, June 12, 1937.

After surveying 160,000 members of 1937 graduating classes, *News Week* reports that over 75 per cent are already placed in jobs. The renewed demand for young workers has brought representatives of large firms to college campuses for the purpose of selecting employees. Engineers are in greatest demand, then accountants, statisticians, and salesmen. More difficult to obtain are positions in radio, motion pictures, banking, medicine, and law. Mentions the average beginning salary and qualifications sought by employers.

268. NIELD, MARJORY P., AND HOUGHTON, RUTH. "Placement Trends for College Women." *Occupations* 15:877-8, June, 1937.

Two staff members of the Smith College Vocational Office report upon employment prospects for college graduates. Among favorable signs, in addition to increased numbers of women finding immediate employment, are the visits of prospective employers to the campus, the trend toward larger salaries, and the reinstatement of paid training courses by many industries.

269. NIETZ, J. A. "Depression and the Social Status of Occupations." *Elementary School Journal* 35:454-61, February, 1935.

Report of high school seniors' rankings of the prestige of various occupations, compared with an earlier study of the same subject by G. S. Counts. Concludes that the depression has not greatly affected prestige values, though some changes are noted.

270. PALMER, GLADYS L. "Ten Over-crowded Occupations: An Analysis of Labor Surplus in Philadelphia." *Occupations* 12:48-56, February, 1934.

A study made during the depression which shows that age, sex, and race are the limiting factors in the surplus of labor, the decreasing age requirement in particular. Tables.

271. PARKER, WILLARD E., AND HARMAN, S. PARK. *Trends of Work in the Rochester Area*. Rochester, New York: Civic Committee on Unemployment and the Public Employment Center, 1934. 133 p.

Data on the trend in selected occupations from 1900 to 1930; number of unemployed in April, 1934; their distribution in Monroe County of industrial groups; and seasonal fluctuations and cycles in major industries.

272. PENCE, EDITH E. "Social Trends and Vocational Guidance: Occupational Consequences of Social and Economic Trends." *Occupations* 14:139-46, November, 1935.

A brief survey of economic and social tendencies and their significance in vocational guidance, offered as an outline to counselors. Quotes Stuart Chase, Frances Perkins, Lewis Mumford, and others. Discusses production and distribution, technical advances, government service, the professions, welfare work, personal service, occupations, transportation, construction, and recreational services.

273. PENCE, OWEN E. "Social Trends and Their Implications." *Occupations* 12:56-9, February, 1934.

An outline of 21 of the principal trends revealed in the report of President Hoover's Committee on Recent Social Trends, accompanied by a parallel listing of their implications for education and vocational adjustment.

274. RANDALL, EDWIN T. "Be Honest With the Young Job-Hunter!" *Christian Century* 54:743-5, June 9, 1937.

A pastor urges that "human engineering" be held up as an ideal to young people preparing to enter productive careers. There is little hope of permanent security in positions which require technological training, since scientific advances may undo years of specialized preparation. Many college graduates have found no place for themselves in lines where their aptitude or interest lies. It is hoped that more and more of our youth will turn to opportunities in fields of human welfare, notably in peace activities.

275. SCRIMSHAW, STEWART. "Effect of Economic Trends on the Advisement of Youth." *American School Board Journal* 88:29-31, April, 1934.

Discusses qualities needed to hold a job; need for greater knowledge and appreciation of the functions of governmental and semi-public agencies in the field of industrial relations; the "buyers' market" for labor; and the desirability of maximum general education rather than early and narrow specialization.

276. SLOCOMBE, CHARLES S. "Boys and Girls Go to Work: An Outline of a Study of Occupational Distribution." *Occupations* 12:43-7, February, 1934.

A hypothetical study of a city of 200,000 people and a program for its future development which would result

in guiding boys and girls into economic independence and security. A plan of research for conducting a similar study in a real community is supplied in outline form and provides for collecting information on the general population, the school population, the adult working population; the demand for workers; the chief employment units; changing employment opportunities; and the adjustment of supply to demand.

277. U. S. OFFICE OF EDUCATION. *Vocational Education and Changing Conditions*. Vocational Education Bulletin, No. 174. Washington: Government Printing Office, 1934. 112 p. (15 cents)

Significant economic and social trends are classified, showing their relation to vocational training for agriculture, industry, commerce, and homemaking. The results of a national inquiry indicate that public vocational education is the only means of keeping workers up-to-date occupationally.

278. WELLS, GEORGE K. *Occupations in Indiana*. Bulletin No. 109. Indianapolis: Indiana State Department of Public Instruction, Division of Vocational Education, 1933. 12 p.

Data on the occupations represented by employed persons in Indiana, according to the 1930 census figures. Also shows the increase or decrease of men working in 72 different occupations and of women engaged in 22 occupations.

279. WILSON, J. DOUGLAS. "Whither Bound Occupationally: Young America?" *Industrial Education Magazine* 38:26-9, January, 1936.

The outlook and trends in the employment field today. How youth must prepare for a vocation, and what society must do to help the oncoming generation become established. The desirability of

industry, adults, and young people joining forces in a cooperative system of work by the young, leadership by their elders, and pensions for the old.

B. OCCUPATIONAL INFORMATION

280. ASSOCIATION OF AMERICAN COLLEGES. "Harnessing Student Imagination: Creating Jobs Where There Are No Jobs." *Bulletin of the Association of American Colleges* 21:640-8, December, 1935.

What enterprising college graduates have found to do for a living. There are stories of unusual initiative and pluck, ranging from careers of "plant doctor" and motion picture exhibitor to medical director and sanitarian of a circus.

281. BECKMAN, R. O. "Career Trends in Medical Institutions." *Occupations* 15:31-3, October, 1936.

Opportunities for qualified persons in such specialized types of work as medical librarian, stenographer, photographer, artist, and museum worker. Formal training in these fields is not yet generally offered, but could be made available in large hospitals and medical schools.

282. BENNETT, G. V., AND OLDER, F. E., editors. *Occupational Orientation*. Los Angeles: Society for Occupational Research, University of Southern California Station, 1931. 609 p. (\$2.75)

Presents information on vocations for young people in secondary school and college, intended for use as a textbook. Occupations for which college-trained youth might find themselves qualified are classified and discussed.

283. BLAKELY, PAUL L. "The Civil Service Commission Calls Our Young People." *America* 58:152-3, November 20, 1937.

A frank criticism of our ineffectual system of civil service. Despite pronouncements by the Civil Service Commission that the best possible material is sought and that opportunity is unlimited, politicians continue to make government service a dumping-ground for their personal obligations. Too often the offices are regarded as loot, and tenure or promotion depends upon "pull."

284. BREWER, JOHN M. *Occupations: A Textbook for the Educational, Civic, and Vocational Guidance of Boys and Girls*. Boston: Ginn, 1936. 622 p.

A revision of the 1923 edition, which emphasizes the social aspect of vocational guidance, calls attention to changed industrial conditions, unchanging human needs, and discusses the opportunities in various occupations. Includes a bibliography and exercises for the pupil.

285. CHASE, HARRY WOODBURN. "New Frontiers for Youth." *Reader's Digest* 30:24-8, June, 1937.

In spite of the disappearance of geographical frontiers, there are untried fields calling for the same pioneering spirit of the bolder settlers of years past. These new opportunities lie in vocational fields, and numbers of suggestions are offered, including criminology, sanitary engineering, cookery in public eating places, garage service, industrial design, aviation, retailing, and air conditioning.

286. CLARK, HAROLD F. "Life Earnings in Selected Occupations." *Occupations* 16:221-4, December, 1937.

Preliminary summation of findings of an eight-year study of 16 job classifications. Average incomes for each of these groups are tabulated for the periods 1920 to 1929 and 1920 to 1936. Another set of data is furnished to give the reader an idea of the present value of

average lifetime earnings in the different occupations. The first four professions listed in order of income received are medicine, law, dentistry, and engineering. The four occupations at the bottom of the list are nursing, unskilled labor, farming, and farm labor. This material is to be published in book form to serve as a counseling aid in schools, as well as for more general purposes.

287. CORCORAN, NORAH M. "Careers in Girl Scouting." *Occupations* 15:321-3, January, 1937.

Discusses the serious shortage of qualified college-trained girls to fill positions as directors of local Girl Scout councils. There are approximately 500 full and part-time workers now and a yearly average of 20 jobs unfilled. Salaries range from \$1,100 to \$3,600 and qualifications include executive ability, knowledge of girls' personalities, recreational interests, and an adaptable personality. Mentions the success of apprenticeship training schemes in one or two localities. Challenges young people to look for similar opportunities in new fields requiring qualities of leadership.

288. COTTLER, JOSEPH, AND BRECHT, HAROLD. *Careers Ahead*. Boston: Little, Brown, 1935. 312 p. (\$1.00)

A book describing many occupations, training required, and personal qualifications desirable, written in narrative style for young people of high school age.

289. FILENE, CATHERINE, editor. *Careers for Women — New Ideas, New Methods, New Opportunities to Fit a New World*. Revised and enlarged edition. Boston: Houghton Mifflin, 1934. 620 p.

One hundred and fifty-eight women briefly describe their jobs, qualifications

and training required, financial returns, and opportunities for advancement. The occupations discussed range from college president to deep-sea diver. There is also a suggested reading list.

290. HOCKENBURY, MYRON D. *Make Yourself a Job: A Student Employment Handbook*. Harrisburg, Pa.: Dauphin Publishing Co., 1936. 160 p. (\$1.50)

Should be useful to young people who must earn all or part of their college expenses. Information on budgets; loans and scholarships; skilled and unskilled labor; household, selling, agricultural, advertising, athletic, professional, artistic, and entertainment jobs; and suggestions for vacation jobs, many of them unusual.

291. HOPPOCK, ROBERT, AND SPIEGLER, SAMUEL. "New Opportunities Reported." *Occupations* 16:64-8, October, 1937.

The outlook for employment in various fields. There continues to be a scarcity of skilled mechanics in all trades except building. College placement offices report more graduates are being employed than in the past few years. Among promising occupational openings in many localities are those for teachers of vocational subjects and of atypical children, young women trained in statistics, beauty parlor operators, male nurses, and air-conditioning experts.

292. LAND, SAMUEL L. "Impending Shortage of Skilled Workers." *Industrial Education Magazine* 39:35-6, January, 1937.

Abstracts from an article published in the *Official Bulletin* of the Heating, Piping, and Air-Conditioning Contractors' National Association for September, 1936. Foresees a coming shortage of skilled labor in the building industry, due largely to the breakdown of the appren-

tice system. Emphasizes the importance of school programs being conducted in cooperation with industry's requirements in order to avoid training boys for work opportunities which do not exist.

293. MERIAM, LEWIS. *Public Service and Special Training*. Chicago: University of Chicago Press, 1936. 83 p. (\$1.50)

An analysis of the scope and variety of work in the federal administrative services, and the preparation necessary for it.

294. MURPHY, J. FRED. "A Student Survey of Local Occupations." *Social Studies* 27:474-6, November, 1936.

A brief report of an investigation of the local employment and occupational situation made by students in high school civics classes of Logansport, Indiana, in the winter of 1934. The article makes use of five topical headings: purposes or aims of the method of procedure, limitations of the survey, facts obtained, and uses of data. Information secured resulted in the establishment of a placement service for graduates of this high school.

295. NALL, T. OTTO, editor. *Youth's Work in the New World*. New York: Association Press, 1936. 216 p. (\$1.75)

Advice on the subject of vocational opportunities in various fields given by 27 eminent leaders in these fields, including Dr. W. J. Mayo, Walter Damrosch, Lorado Taft, Channing Pollock, Frances Perkins, Rockwell Kent, Muriel Lester, Rabbi A. H. Silver, and others.

296. NATIONAL OCCUPATIONAL CONFERENCE. *Occupational Pamphlet Series*, 1936. New York: National Occupational Conference, 551 Fifth Ave.

Pamphlets which are appraisals and abstracts of literature on various occupa-

tions, including auto mechanics, banking, beauty culture, bookkeeping, city and county management, dental hygiene, electrical installation and maintenance, farming, machine trades, mechanical drafting, plumbing, rural teaching, undertaking, and vocational counseling. Each contains a reference list of from 20 to 50 items, annotated. See monthly issues of *Occupations* for continuation of this series.

297. PITKIN, WALTER B. *Careers for Youth*. Chicago: Rotary International, 1936. 69 p. (25 cents)

A pamphlet containing the series of articles appearing in *The Rotarian* from November, 1934 to May, 1936, on the subject of vocational opportunities for young people. There are suggestions in many lines of work, including engineering, mining, social work, public service, skilled trades, hotel work, teaching, insurance, and dozens of hints regarding little-known or unusual job possibilities. Concludes with a chapter, "Got A Job, Mister?", by Charles E. Ward, who has helped many college graduates find jobs.

298. PITKIN, WALTER B. *New Careers for Youth: Today's Job Outlook for Men and Women from Seventeen to Thirty-two*. New York: Simon and Schuster, 1934. 236 p.

A stimulating guide to vocational opportunities. Treats only fields in which the chances of finding a career have considerably improved or diminished during the last five years. Chapters on: Planning Your Career; The "Overcrowded" Fields; The Paradox of Engineering; The Hopeful Fields; Merger Jobs; Make Your Own Job. "The careers we discuss are new in two senses. Some are as yet untried or else so recently developed that they are followed by only a few workers. Others are new in the sense that all work must be approached from a fresh point of

view, taking into consideration new conditions, new requirements, new methods, and new materials."

299. PITKIN, WALTER B. "Skilled Young Hands." *Rotarian* 48:47-8, January, 1936.

The great opportunities for young workers in the metal industry, with mention of some of the specific jobs; plenty of room at the bottom now and for several years to come. Advocates a nationwide apprentice system to be put into effect immediately; points to some successful plans now conducted on a small scale.

300. POWER, RICHARD A., AND KIVLIN, VINCENT E. *Handbook of Farming for Boys and Girls*. Milwaukee: E. M. Hale, 1937. 684 p. (\$2.00)

Intended for young persons, it should also be of interest to adults who are in need of information on plant and animal husbandry, field and garden crops, farm economics, marketing, and rural sociology. The style is especially suited to young readers, and the volume is profusely illustrated. The book is arranged in four parts, roughly corresponding to the seasons of the farm year.

301. RYDER, VIOLET, AND DOUST, H. B. *Make Your Own Job: Opportunities in Unusual Occupations*. New York: H. W. Wilson, 1933. 217 p. (\$2.00)

Lists over a hundred unusual vocations, suggesting articles to make, service occupations, and miscellaneous pursuits; and presents suggestions for self-help jobs by means of narratives.

302. SCHOOL AND SOCIETY. "Training for Distributive Occupations." *School and Society* 44:47, July 11, 1936.

Figures from the U. S. Office of Education show the numbers of persons en-

gaged in selling and other types of work in the distribution field. Points out the lack of part-time classes and vocational training in schools to prepare young persons for these occupations, especially the management of small businesses.

303. SHEPARD, JEAN L. "The Facts As Employers Find Them." *National Education Association, Proceedings* 1935: 319-24.

A brief description of the retailing trade and its opportunities, and some problems of college girls in industry. How the colleges can help develop the necessary qualities; the evident lack of guidance in our colleges, and a definition of an effective personnel service for students. How the colleges and industry can work together in training and placing graduates.

304. THOMPSON, ELEANOR. "Opportunities in Art Vocations: Findings of a Recent Survey." *Occupations* 14:251-4, December, 1935.

Describes the personal and training requirements for the professions of textile designer, costume designer, costume illustrator, interior decorator, and stylist.

305. U. S. OFFICE OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION. *Guidance Leaflets*. Washington: Government Printing Office. 22 leaflets, 1932-36. (5 cents each)

Leaflets on law, medicine, dentistry, journalism, librarianship, architecture, civil engineering, electrical engineering, mechanical engineering, pharmacy, nursing, forestry, music, veterinary medicine, chemistry and chemical engineering, art, home economics, and optometry. Intended for high school and college students and all persons interested in counseling. They describe the professions, training required, where to obtain it, and

the cost, the state examination requirements, and salaries paid.

306. UNIVERSITY OF WISCONSIN EXTENSION DIVISION, BUREAU OF ECONOMICS AND SOCIOLOGY. *Unemployed Opportunities*. Madison: University of Wisconsin, 1932. 47 p.

A leaflet describing self-help jobs. Many of the suggestions are especially suited to persons living in villages and rural sections.

307. WILLIAMSON, E. G. *Students and Occupations*. American General Education Series. New York: Henry Holt, 1937. 437 p. (\$2.50)

"Youth must be taught to approach the problem of choosing a vocation realistically by means of a guided and professional inventory of personal assets and liabilities and a frank appraisal of job requirements and opportunities." Stress is laid upon the importance of ability as well as the desire to enter a certain occupation. There are chapters treating engineering, medicine, chemistry, agriculture, forestry, home economics, teaching, business, law, writing, social welfare, ministry, library work, art, personal service, public service, industry, and the trades. Figures showing the number of persons employed in the various vocations are taken from 1930 census reports.

308. ZAPFFE, FRED C. "Preparation for the Study of Medicine." *North Central Association Quarterly* 11:393-7, April, 1937.

The secretary of the Association of American Medical Colleges favors a general cultural education, with more emphasis on the arts than on the sciences. Does not consider the undergraduate university the proper place in which to study "professional" subjects, nor does he favor the popular pre-medical course. Recom-

mends four years of college work and a continuation of study after graduation from medical school.

309. ZUBIN, JOSEPH. *Choosing a Life Work*. Experimental Edition. Cincinnati: Union of American Hebrew Congregations, 1937. Parts I and II, 68 p. (50 cents). Part III, 29 p. (25 cents). Part IV, 45 p. (25 cents). Mimeo.

Four parts of a forthcoming volume to be published by the Commission on Jewish Education. The titles are: General Problems, Jewish Problems, Agriculture, and Medicine. Parts V and VI on Law and Education will follow. A five-page leader's supplement accompanies the booklets, and is intended to be used in leading discussion in young people's societies. Throughout the volume, both general aspects and Jewish aspects of employment problems are considered. Topics include job opportunities and their distribution, occupational trends, the depression's effect, job qualifications and requirements, and the specific problems facing young Jews in various occupations. There are interesting data on the number of Jews engaged in the professions studied by Dr. Zubin. Questions for discussion and reading lists are included.

C. OCCUPATIONAL ABILITY PATTERNS

310. BECKMAN, R. O. "A New Scale for Gauging Occupational Rank." *Personnel Journal* 13:225-33, December, 1934. Also available as a reprint.

The New York Adjustment Service, feeling the lack of an adequate scale of occupations, formulated this new classification. It ranks vocations in five groups, similar to the U. S. Census Bureau list, on the basis of intelligence, skill, education and training required, and prestige reflected. This scale is adaptable to many purposes.

311. DODGE, ARTHUR F. "Occupational Ability Patterns." *Education* 57: 613-16, June, 1937.

Sketches the history of testing methods. Attempts to discover whether individuals in one occupation tend to differ from those in others, by constructing ability patterns for workers on file at the New York Adjustment Service. It was demonstrated that similar characteristics typify persons in similar occupations. Since "each ability and trait must be investigated with respect to its relation to success in each and every occupation", these patterns are of small value for guidance or placement.

312. DODGE, ARTHUR F. *Occupational Ability Patterns*. Contributions to Education No. 658. New York: Teachers College, Columbia University, 1935. 97 p.

Contains a history of the development of occupational ability patterns and individual profiles and the findings of a study of the test scores of 651 individuals selected from the clients of the Adjustment Service in New York City, who comprise 13 occupational groups of approximately 50 members each. "The results of this study force us to the conclusion that occupational ability patterns which represent the median or average scores of successful workers in specific occupations are of little value for guidance purposes."

313. DVORAK, BEATRICE J. *Differential Occupational Ability Patterns*. Employment Stabilization Research Institute Bulletins, Vol. III, No. 8. Minneapolis: University of Minnesota Press, 1935. 35 p.

Based on the theory of unique traits. Treats the differentiation of men office clerks and garage mechanics from each other and from the standard sample of

men; also of women office clerks and retail saleswomen from each other and from the standard sample of women. The relation between particular occupational ability patterns and degrees of success within the occupation; the relation between particular patterns and locus of employment. Summary and conclusions.

314. GREEN, HELEN J.; BERMAN, ISABEL R.; PATERSON, DONALD G.; AND TRABUE, M. R. *A Manual of Selected Occupational Tests*. Employment Stabilization Research Institute Bulletins, Vol. II, No. 3. Minneapolis: University of Minnesota Press, 1933. 31 p.

The introduction explains the values and limitations of standardized tests in public employment offices. The tests here described were administered to 4,000 unemployed persons and in part to 2,000 employed persons. This handbook is intended chiefly for specialists in testing and diagnosis, but employment officers may make use of the tests suggested.

315. HOPPOCK, ROBERT. "Occupational Ability Patterns: Some Popular Misconceptions." *Occupations* 12:46-8, April, 1934.

Argues for continued experimentation in practical applications of occupational patterns in order to improve aptitude tests and other measuring devices.

316. TRABUE, M. R. "Functional Classification of Occupations." *Occupations* 15:127-31, November, 1936.

The search for similarities in types of jobs being made by a staff of trained workers in the Occupational Research Program, with headquarters in the U. S. Department of Labor. Describes four techniques used and the progress to date. The end result will be a grouping of all occupations on the basis of common qualifications of workers, a service long needed

by employment offices and vocational advisers, but a tedious and expensive project. Such a classification will be invaluable to the learner, the worker, and the adviser.

317. TRABUE, M. R. "Occupational Ability Patterns." *Personnel Journal* 11: 344-51, February, 1933.

Presents evidence of distinctive patterns of ability characterizing persons successfully employed in various occupations. Four thousand unemployed adults were studied by a committee of the Minnesota Employment Stabilization Research Institute, which used occupational histories, health and social background, and educational records as basic material.

D. VOCATIONAL INTERESTS AND PREFERENCES

318. CUNNINGHAM, S. DONALD. "The Vocational Plans of a Select Group of High-School Seniors." *School Review* 43: 281-6, April, 1935.

This article deals with only two questions of a number which were asked of 217 Ohio pupils in the upper third of the senior classes for the years 1930 to 1933. The two items concerned the vocation chosen and the length of time the students had held to the choice. Replies showed the need for earlier vocational guidance in order to avoid the tendency to enter overcrowded fields, chiefly engineering and teaching.

319. EVANS, KENNETH; HUGHES, VERNON; AND WILSON, LOGAN. "A Comparison of Occupational Attitudes." *Sociology and Social Research* 21:134-48, November, 1936.

This study was made at the East Texas State Teachers College to discover how 30 occupations were ranked on the basis of their usefulness to society by a

sampling of 550 people. Replies to a questionnaire were received from 248 students at the college, 138 Civilian Conservation Corps enrollees in the area, and 164 employed persons in five east Texas towns. A remarkable similarity in the ratings given was revealed, and it was concluded that there was also great similarity in the backgrounds of the students and the employed group, with a somewhat lower status among the CCC boys. It is believed that work satisfactions and attitudes can be studied by means of such occupational rankings. Includes sample of questionnaire.

320. HARTSON, L. D. "Vocational Choices — Before and After College." *Occupations* 16:138-42, November, 1937.

Results of a survey of the consistency of vocational choices made by applicants for admission to Oberlin and by these same students when seniors, checked against the choice of a major subject, the statement made when applying for student-aid funds, and the vocational record one year after graduation. For the classes of 1934, 1935, and 1936 it was discovered that 70 per cent of the men and 57 per cent of the women held to their early choices. These preferences are classified in tables accompanying this article. Professional interests far outnumber business inclinations of Oberlin students. There are interesting facts concerning changes of interest, post-graduate training, persistence in vocations of the students' choice after leaving college, and comparisons with vocational interests of students from other colleges engaged in graduate study.

321. HAUGEN, MELVIN, AND DOUGLASS, HARL R. "The Effect of a Course in Occupations on the Vocational and Educational Plans of Ninth-Grade Chil-

dren." *School Review* 45:585-91, October, 1937.

A study of 388 pupils' occupational choices before and after a course in civic problems which included educational and vocational guidance. The boys and girls attended two Minneapolis junior high schools. Factors related to changes in preferences are discussed, as well as reasons for the choices and their effect upon courses of study planned for the remainder of the high school period. As one result of the occupations course certain reasons for choice rose and others fell. In addition, the percentage of pupils making decisions rose; there was a slight increase in the number planning to attend college; and a marked increase in the number deciding upon their high school course. Boys anticipated jobs on a higher level than their fathers'; and better reasons for the choices named were given by the entire group. Tables illustrate these and other points of interest.

322. JOHNSON, EDWARD C. "The Vocational Preferences of High School Students in Washington." *Washington Education Journal* 13:154-6, April, 1934.

In a statewide survey of high school boys, over two-thirds were found to be interested in engineering. Reasons for all preferences placed pleasure and interest highest. City and country boys expressed practically the same choices.

323. LEHMAN, HARVEY C., AND WITTY, PAUL A. "Vocational Guidance: Some Basic Considerations." *Journal of Educational Sociology* 8:174-84, November, 1934.

Data show that the vocational choices of boys do not correspond to the opportunities in many occupations.

324. MENGER, CLARA. *The Significance of Vocational Choices of School Children and College Students*. St. Louis: the

author (5176 Raymond Ave.), 1932. 177 p.

The numbers of occupations chosen by 3,083 boys and girls in grades 9-12 are given, showing a narrow range of choice with emphasis on "white collar" jobs. Superior boys chose the professions, and retarded boys showed preference for commercial and mechanical work.

325. REINHARDT, EMMA. "Vocational Expectations of Freshmen in a Teachers' College." *School and Society*, 44:518-20, October 17, 1936.

Compares the results of an investigation in 1930 and 1935 of the vocational plans of freshmen at Eastern Illinois State Teachers College. There was a slight increase in the number intending to teach, but a decrease in the length of time they planned to spend teaching; an increase in those intending to become high school teachers and a decrease in those expecting to teach in rural elementary schools. No significant change in kinds of jobs other than teaching, but a small increase in those planning to use teaching as a stepping-stone to another occupation. Interest in agriculture and engineering rose, while interest in careers of business and marriage declined. Recommendations include more emphasis on graduate study as preparation and educating students to consider teaching as a permanent vocation.

326. SISSON, E. DONALD. "Vocational Choices of College Students." *School and Society* 46:765-8, December 11, 1937.

Urges that students be dissuaded from aiming chiefly at overcrowded professions offering the maximum social and economic prestige. Instead, vocational counseling should help young persons to understand their individual abilities and aptitudes, as well as the general employment outlook. The classes of 1937 and

1939 of Wesleyan University chose medicine first, then law, teaching, chemistry, and business at the beginning of their college course. Later the first five places went to business, medicine, law, teaching, and chemistry. Early, 54 per cent of the total group chose medicine, law, and teaching; and 83 per cent specified professions, compared with 70 per cent later in their college course. One table shows actual occupations of earlier Wesleyan graduates; here 47 per cent are found among the professions and 34 per cent in business. Speaks of the importance of learning how to enjoy life while yet a student, in order to compensate for jobs which may prove uninspiring.

327. SPARLING, EDWARD J. *Do College Students Choose Vocations Wisely?* Contributions to Education No. 561. New York: Teachers College, Columbia University, 1933. 110 p.

A study of 888 Long Island University students revealed that the majority expected to enter vocations for which they were ill-qualified intellectually, and numbers of the group were handicapped socially or racially. Others expressed dislike for the types of work required by the vocations chosen. A vocational fitness scale was used to discover how many students had made their choice according to their ability to succeed. Other information assembled included parental status and discrepancies between the vocations named and the occupational distribution of college graduates.

328. STRONG, EDWARD K., JR. "The Vocational Interest Test." *Occupations* 12:49-56, April, 1934.

An exposition of the nature and uses of the Strong Vocational Interest Test, the significance of interests, the relationship of interests to occupational choice, the permanency of patterns of interests, and

characteristic sets of likes and dislikes of various occupational groups.

329. THRELKELD, HILDA. *Educational and Vocational Plans of College Seniors in Relation to the Curricula and the Guidance Programs in 45 Pennsylvania Colleges.* Contributions to Education No. 639. New York: Teachers College, Columbia University, 1935. 194 p. (\$2.00)

A study revealing the curriculum interests of seniors, how the curriculum affects vocational choice; guidance services and their influence on vocational choice; and the aims of college guidance programs. Contains many tables and bibliographies.

330. THURSTONE, L. L. "A Multiple Factor Study of Vocational Interests." *Personnel Journal* 10:198-205, October, 1931.

A study based on data collected by Professor E. K. Strong of Stanford University on the interests of eighteen professions. Thurstone finds that the interest correlations for all possible pairs of professions within this group can be accounted for, at least in large part, by assuming four factors: (1) interest in science, (2) interest in language, (3) interest in people, and (4) interest in business. Each profession is described in terms of these four factors. The vocational interests of each person can also be described in terms of the same four factors.

E. TECHNIQUES OF JOB-HUNTING

331. BABSON, ROGER W. *Finding a Job.* New York: Revell, 1933. 191 p. (\$1.50)

Suggestions on the best procedures to be used in applying for work and sample letters of application.

332. BELDEN, CLARK. *Job Hunting and Getting.* Boston: Page, 1935. 297 p. (\$2.50)

The methods used by a group of one hundred unemployed men and women to find jobs, procedures which may be used by people everywhere. Some chapters are: Mapping Out a Program, Why Some People Don't Get Jobs, Public Employment Agencies, Trends in Employment.

333. DAVIS, HOWARD LEE. *Preparation for Seeking Employment.* New York: John Wiley, 1937. 39 p. (25 cents)

The Director of Technical Employment and Training of the New York Telephone Company has prepared a guide for persons wanting employment suited to their abilities and interests. Develops the assumption that every job-seeker is a salesman, and explains methods of determining one's fitness for certain types of work, procedures in making application for work, the interview, and self-analysis.

334. FANCHER, ALBERT. *Getting a Job and Getting Ahead.* New York: McGraw-Hill, 1931. 166 p. (\$2.00)

Instructions to persons applying for work, with the usual emphasis on personal appearance, the best forms of letters of application, conducting a campaign through employment agencies, newspaper advertisements, and the personal interview. Also information on office etiquette and the way to succeed.

335. GARDINER, GLENN LION. *How You Can Get a Job.* New York: Harper, 1934. 181 p.

Practical advice on the technique of job hunting, using the question and answer method to explain the procedures.

336. GRAHAM, W. C. *How to Get a Job During a Depression.* New York: Association Press, 1932. 88 p. (\$1.00)

An account of a particularly successful placement program carried out in a branch of the Y. M. C. A. in New York City. Of 675 men registered, 433 obtained permanent positions by following the prescribed routine.

337. KITSON, HARRY D. *Finding a Job During the Depression.* New York: Robert C. Cook, 1933. 32 p.

A practical pamphlet telling how to proceed in obtaining employment.

338. UHRBROCK, R. S. "Jobs for College Men." *Occupations* 13:318-23, January, 1935.

Practical advice from the Research Director of the Industrial Relations Division of Procter and Gamble Company on the best way to seek employment. The letter of application and the interview are discussed at length.

339. WALTERS, J. E. "Obtaining Engineering Employment." *Journal of Engineering Education* 26:189-98, November, 1935.

Suggests two methods of value to prospective engineers in the campaign for a job. First, making a personal analysis, which should include listing all courses taken in high school and college, all remunerative work engaged in, all extracurricular activities, hobbies, and a personality rating by some standard scale. Second, making a survey of employment in the specific field of interest. After explaining this process, the writer offers advice concerning how to apply for a position in person and by letter.

F. VOCATIONAL GUIDANCE AND COUNSELING

1. General Principles

340. BINGHAM, WALTER V. *Aptitudes and Aptitude Testing.* New York: Harper, 1937. 390 p. (\$3.00)

Part I, Aptitudes and Guidance, contains chapters on the place of testing in a counseling program, occupational requirements, measuring intelligence, theory of aptitude, and interests and aptitudes. Part II, Orientation within the World of Work, deals with aptitudes for the different types of occupations and professions. Part III, The Practice of Testing, supplies information regarding selection, administration, and interpretation of tests. The appendix of 100 pages describes representative tests and interest schedules.

341. BRANDON, ARTHUR L. "Handicaps of Youthful Job-Seekers." *Occupations* 16:326-30, January, 1938.

Surveys of young people have revealed three chief disadvantages in finding employment: immaturity and inexperience, lack of training for existing job opportunities, and lack of guidance and placement services. Measures toward relieving the situation have been undertaken by individuals, schools, clubs, and such agencies as the United States Employment Service, National Vocational Guidance Association, National Occupational Conference, National Youth Administration, Educational Policies Commission, and state departments of education. Almost 30 per cent of Maryland's employable youth have no jobs and almost 40 per cent are working only part-time, according to recent studies made by the American Youth Commission. Doubtless similar conditions exist elsewhere. Expansion of school offerings, both in the curricula and counseling facilities, and a national placement service available to young persons everywhere seem necessary to the welfare of our youth.

342. COHEN, I. D. *Find Yourself -- How to Choose Your Life Work, Prepare For it, Enter Upon it, and Succeed in it.* New York: Sears, 1932. 299 p.

Includes self-rating charts, aptitude tests, and vocational analyses. The material was first presented as a series of radio speeches sponsored by the College of the City of New York.

343. COOPER, PAUL F. "Business Redesigns the College Product." *Texas Outlook* 21:22-4, September, 1937.

Reports some opinions secured from business executives of this country concerning qualifications they seek in prospective employees. It was agreed that four were paramount: power to think, ability to write and speak clearly, adaptability, and a knowledge of the structure of business and society. All believed these traits enabled young men to rise above fellow employees who had "experience" as their chief qualification. There is a demand for men with cultural backgrounds and an understanding of human relations.

344. COREY, STEPHEN M. "A Neglected Aspect of Vocational Guidance." *School and Society* 42:404-6, September 21, 1935.

Emphasizes the importance of vocational placement and the unfairness of encouraging a youth to prepare himself for some vocation on the basis of his abilities and interests alone without considering the job openings in the field. "One measure that might help would be the wide circulation among high schools of annual occupational statistics, interpreted graphically, and showing trends toward and away from certain vocations. Such data, along with an approximation of the wages or salaries involved, might be of some assistance in choosing a life-work."

345. CRAIGO, R. T. "Selection of a Vocation." *Industrial Arts and Vocational Education* 25:334-5, November, 1936.

A member of the teaching staff of Dunwoody Industrial Institute, Minneapolis, advises young people to consider seriously the matter of choosing a vocation. He urges them to avoid overcrowded occupations, those which are attractive simply because they have been widely publicized or appear "romantic," and to avoid confusing avocational interests with vocational interests and aptitudes.

346. EXTON, ELAINE. "Vocational Guidance: A Challenge and a Chance for Youth." *Epworth Herald* 48:4, 31, May 1, 1937.

Suggests several answers to the question of why young people are so greatly in need of adequate vocational guidance today. Urges young persons to demonstrate their keen interest in employment requirements and opportunities by reading, seeking the advice of counselors, asking for help from civic groups, and in various other ways. Emphasizes the need for adaptability and flexibility of interest and skills in our changing world, and the unchanging demand for qualities of character.

347. FITCH, JOHN A. "Professional Standards in Guidance." *Occupations* 14:760-5, May, 1936.

The need for uniformity in the practice of vocational guidance instead of emphasis on placement here, follow-up there, and occupational research elsewhere. The counselors' function is defined as assisting the individual to choose an occupation, not merely supplying industry with human material. Youth needs information about unions and strikes as well as specific job opportunities.

348. FITCH, JOHN A. *Vocational Guidance in Action*. New York: Colum-

bia University Press, 1935. 294 p. (\$2.75)

A survey of current practices in guidance and placement, admittedly somewhat marred by the fact that some of the data were six years old before publication. The half devoted to counseling covers the activities, methods, and qualifications of counselors. The remainder of the book presents similar data regarding the duties and work of placement officers for juniors. Each part is supplemented by appendices containing illustrative materials.

349. FLETCHER, W. L. "Off the Record: What Business Wants in the College Man." *Scribner's* 97:362-5, June, 1935.

A discussion of the personal qualities sought by employers; what the emphases in the school curriculum should be in order that such qualities may be developed. Suggests that college guidance and placement officers have backgrounds of actual business experience.

350. GOSS, J. EDWARD. *Chats in an Employment Office*. New York: Inor Publishing Co., 1934. 39 p.

Eight brief articles by a factory personnel manager advising young men entering trades and industry what attitudes and personal qualities are needed for success.

351. JEFFREY, J. E. "Forgotten Youth." *Vocational Guidance Magazine* 11:268-71, March, 1933.

The responsibility of the local community, the state, and the federal government to provide opportunities for vocational training and placement for youth who have completed the compulsory period of education or who have dropped out before graduation. Suggestions for increasing educational and guidance services.

352. JONES, ARTHUR J. *Principles of Guidance*. New York: McGraw-Hill, 1934. (Second edition). 456 p. (\$3.00)

Very complete discussion of guidance activities in educational institutions under the following headings: meaning and purpose of guidance; methods of investigation; methods of guiding students; and the results of guidance.

353. KARCH, R. RANDOLPH. "Vocational Guidance." *Industrial Arts and Vocational Education* 26:37-8, February, 1937.

The economic loss to the junior wage-earner and to society resulting from improper placement in employment. Since most young people who leave school for work do so before the tenth grade, the junior high school is the logical place in which to instruct vocationally. Most exploratory courses are in shopwork, but there should also be a program in line with local industries.

354. KEFAUVER, GRAYSON N., AND DAVIS, ALBERT M. "Investigations in Guidance." *Occupations* 12:17-25, November, 1933.

A study of 461 guidance articles in five educational journals revealed that only 140 involved any systematic investigation. The majority of professors of guidance considered the ideal service to be a well-planned program with complete records for students at each grade level and a measuring of results obtained.

355. KELLER, FRANKLIN J., AND VITELLES, MORRIS S. *Vocational Guidance Throughout the World*. New York: W. W. Norton, 1937. 575 p. (\$4.00)

Practices and conditions as observed or reported by two of this country's well-known exponents of vocational guidance and adjustment. Experts in other coun-

tries have also aided in the preparation of the volume. There are chapters dealing with programs in effect in the principal nations of the world. "Comparative vocational guidance, like all other phases of comparative education, involves a study of similar and contrasting economies and cultures, philosophies and practices, so as to make available to the educators of all countries the best that exists everywhere."

356. KITSON, HARRY D. *How to Find the Right Vocation*. New York: Harper, 1929. 202 p. (\$2.50)

Information on choosing a career, written in popular style.

357. KITSON, HARRY D. "A Year's Progress in Vocational Guidance." *Teachers College Record* 39:389-99, February, 1938.

Lists twenty-one publications appearing during the year covered, and reviews the developments of the year in occupational information, counseling, placement, certification of counselors, and the organization and practice of vocational guidance in school systems and in non-school agencies. Progress in foreign countries is also noted.

358. KITSON, HARRY D. *Youth: Vocational Guidance for Those Out of School*. U. S. Office of Education, Committee on Youth Problems. Bulletin, 1936, No. 18-IV. Washington: Government Printing Office. 81 p. (10 cents)

Youth's need of guidance; some surveys of unemployed young people; techniques of guidance; guidance centers; training in various skills; help in finding jobs; and recommendations for community programs to serve youth.

359. KITSON, HARRY D., AND STOVER, E. M. "Measuring Vocational Guidance:

A Summary of Attempts." *Personnel Journal* 11:150-9, October, 1932.

The investigators found that most guidance workers consider the follow-up of individuals the best method of determining the value of vocational guidance programs, although it is more expensive and time-consuming than studying the whole field or a school plan in a general way.

360. LINK, HENRY C. "Wheat and Chaff in Vocational Guidance." *Occupations* 13:11-17, October, 1934.

A challenge to the vocational guidance movement, recommending less emphasis on choosing a particular occupation and more on the individual's abilities and aptitudes. He would make educational guidance of primary importance and teach eighth grade pupils the educational requirements of occupations.

361. PATERSON, DONALD G. "The Genesis of Modern Guidance." *Educational Record* 19:36-46, January, 1938.

Dates the history of modern guidance from the appearance of Frank Parsons' book, *Choosing a Vocation*, in 1909. Mentions the contemporaneous work of Leonard Ayres on retardation in school and of Magnus Alexander on labor turnover in industry. The development of the clinical method as a result of research by applied psychologists. Predicts rapid expansion of guidance services in schools, which will "break down the mass errors of mass education and individualize education in a through-going manner."

362. RAINY, HOMER P. "Changes to Meet Expanding Needs of Youth." *Junior College Journal* 7:406-13, May, 1937.

Charges the schools with failing in their original commitment. Discusses trends in vocational opportunities; we must look to health, recreation, educa-

tion, the rebuilding of our cities, library and museum services, conservation of natural resources, parks, and public works for new outlets. States that 95 per cent of America's youth do not need skilled training for their future places in industry. Dr. Rainey outlines the steps leading to a national program of guidance and placement, with the U. S. Employment Service and the public schools cooperating in the task.

363. RAINY, HOMER P. "Guidance and Placement for Youth." *Occupations* 15:838-44, June, 1937.

Cites results of American Youth Commission studies in Pennsylvania and Maryland, as well as investigations by other agencies, confirming the pressing necessity for more jobs, better wages, better working conditions, more appropriate training, and a system of guidance and placement. Outlines the essentials of a nation-wide plan for collecting and using occupational information, and raises the question as to whether the functions of guidance and placement should be undertaken in their entirety by the public schools, left wholly to the U. S. Employment Service, or discharged by these two agencies in cooperation. Describes instances of such cooperation now going on in certain cities, and favors further experimentation.

364. STUDEBAKER, JOHN W. "Vocational Guidance and the Home." *Occupations* 15:858-60, June, 1937.

Excerpt from the address of the United States Commissioner of Education before the National Congress of Parents and Teachers at Richmond, May, 1937. A vivid picture of modern youth in the family, and the problem of choosing a career. "Vocational guidance as a strengthened function of education is greatly needed if we are to unite home

and school in achieving desirable vocational adjustments of young people."

365. STRATHMORE, RALPH. *Planning a Career Through Vocational Guidance*. New York: Strathmore Guidance Bureau, 119 West 57th St., 1935. 107 p.

Discusses factors essential to making proper vocational choice. Qualities considered are emotional stability, health, character, aptitudes, and personal appearance. Describes requirements of certain professions, including architecture, mechanical and electrical engineering, forestry, home economics, journalism, law, library work, medicine, and nursing. Also mentions qualities needed in certain of the trades. Contains a list of vocational and trade schools in New York City.

366. THORNDIKE, EDWARD L., AND OTHERS. *Prediction of Vocational Success*. New York: Commonwealth Fund, 1934. 284 p.

A study following up a large group of children observed in 1922. At that time records were made of school performance, intelligence, clerical ability, and mechanical skill. Many discoveries, valuable as indices to vocational and educational progress, were made.

367. TRABUE, M. R. "The Bliss of Ignorance in Educational and Vocational Guidance." In *The Application of Research Findings to Current Educational Practises*, p. 254-8. Official Report of the American Educational Research Association, 1935. 273 p. (\$1.50)

Considers educational guidance inadequate unless it includes social, moral, economic, occupational, avocational and all other types of counseling. Regrets that there are so few experienced advisers in schools and that so much emphasis is placed on preparation for the professions to the detriment of preparation for phys-

ical labor and trades. Points to the need for sound information regarding human traits desirable for specific occupations and methods of measuring them. Mentions two experiments in individual diagnosis and guidance which show that it is possible to determine qualifications of workers for various vocations and training programs suitable: the Minnesota Employment Stabilization Research Institute and the New York Adjustment Service.

368. TRABUE, M. R. "Bridging the Gap — From School Days to Work." *Nation's Schools* 20:30-2, September, 1937.

Condemns the tendency of our public schools to emphasize academic preparation, regardless of the fact that there are few opportunities in the professions as compared with many in trades, service jobs, and common labor. What is most needed is a plan whereby boys and girls may learn what abilities they possess and for what type of vocation they are suited. It is also imperative that we show no discrimination against manual labor, for which so many youth are best fitted. Work experiences should be furnished this group of students at an early age.

369. WARD, ROSWELL. "Classification of Vocational Problems." *Occupations* 14:683-4, April, 1936.

Based on 100 first interviews and related materials with clients of the Junior Consultation Service (New York City) a classified list of problems under the following heads is submitted as an aid to vocational counselors: vocational immaturity, confusion, insecurity, misdirection, fixation, and conflict. Each category is illustrated by a typical case.

370. WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION. Subcommittee on Vocational Guidance. Re-

port on Vocational Guidance. New York: Century, 1932. 396 p.

Material was secured from public and parochial schools, social agencies, employment agencies, and state departments of labor; technical studies were also used as sources. Discusses the value of records; psychological tests; organizing a testing program; counseling, including qualifications of counselors; occupational studies; and curricular work in vocational guidance.

371. WILE, IRA S. "A Mental Hygienist Looks at Guidance and Industry." *Occupations* 13:114-25, November, 1934.

Some mental hygiene implications of industry as factors of normal living, and suggestions for vocational counselors to consider when advising youth. The development of personality which should occur when one begins to earn a living.

372. WILLIAMSON, E. G. "On Choosing a Vocation." *Occupations* 14:636-40, April, 1936. Reprinted from *The Interpreter* (General Extension Division, University of Minnesota), January, 1936.

Practical and valuable suggestions to young persons on pitfalls to avoid when making a vocational choice and ways of sampling and testing aptitudes and interest in the various fields.

373. WRIGHT, J. C. "Need for Vocational Guidance and Training among Present-Day Youth." *Yearbook*, 1934-35, p. 7-14. New York: American Students Foundation, 1934.

Statistics on the youth from 14-20 out of school and unemployed. Their problem should not to be treated as an emergency but as a permanent condition. The social obligation of national and local agencies to help in the necessary adjustment; suggestions for instructing young

people in the public schools along vocational lines.

2. Practices in Colleges and School Systems

374. BARRETT, L. A. "Graduates With Experience." *Nation's Schools* 20:33-4, October, 1937.

What Salida, Colorado, is doing to aid its high school graduates in preparing for and finding jobs. The school is small, graduating about 70 seniors annually, and about two-thirds of each class want immediate employment. In brief, this is the scheme in progress: at mid-year qualified seniors begin the cooperative program, attending classes in the morning and working without pay for local employers in the afternoon. A school co-ordinator makes the contacts with business men and constantly advises the working students. No employer may discharge a regular employee to avail himself of apprentice services. After the first year's trial, half the students were kept on full-time in their jobs, and a third were placed in related occupations.

375. BLOODGOOD, NELL M. "Guidance in Kearney County." *Occupations* 14: 656-8, April, 1936.

An account of the experience of a county superintendent of schools in Nebraska with a guidance program which secured the cooperation of civic clubs, pupils, and parents. Practically no expense was involved and the work met with sufficient success to warrant expansion after the first four years.

376. BOGAN, WILLIAM J. "Guidance in Public Schools." *Occupations* 14: 101-4, November, 1935.

The values of proper educational, moral, and vocational guidance in our schools. Calls attention to the fact that

vocational counseling must keep pace with constant changes in industrial society. While it is advisable to train boys and girls in certain skills, it is of the utmost importance to develop the quality of adaptability early in the vocational education in order to prepare them for shifts in the occupational world.

377. BROCKMANN, L. O. "Guidance Through Doing." *Occupations* 13:413-16, February, 1935.

How Lewistown, Montana, furnishes vocational guidance to its high school students by the tryout method, business firms and industries being the laboratories.

378. BURKE, ALICE B. "Williamsport and Youth." *School Life* 21:39, October, 1935.

The story of the Retraining School in Williamsport, Pennsylvania, which was sponsored by the local Chamber of Commerce and conducted with the cooperation of the public schools and a state coordinator. Describes the types of courses offered, persons attending, the record of placement, and demand for graduates of certain of the courses. There is a good recreation program and a club for graduates which offers a certificate valuable in securing employment.

379. CAMPBELL, HAROLD G. "Guiding the Youth of a Great City." *Occupations* 13:5-10, October, 1934.

The vocational and educational guidance program in New York City junior high schools. The growth of continuation schools into vocational high schools; the value of a new course, "Economic Citizenship"; and a statement of gains made in the New York program during the past few years.

380. CROFTS, A. H. "Guidance versus Knights of the Road." *Vocational Guid-*

ance Magazine 11:123-4, December, 1932.

Points to the responsibility of guidance teachers for keeping young people from becoming vagrants by helping them train for suitable vocations or urging them to remain in school until their aptitudes are discovered.

381. CUNLIFFE, REX B., AND OTHERS. *Guidance Practice in New Jersey*. Studies in Education No. 2. New Brunswick, N. J.: Rutgers University, 1932. 31 p.

A study of 188 high schools revealed that educational, homeroom, and curriculum guidance were much stronger than vocational guidance, with its program of occupational information and placement. Junior high schools had better balanced programs than senior high schools, and schools of 300 to 1,000 pupils were doing better work than very large or very small schools.

382. DALTON, FRANCIS W. "Employment Experiences for High-School Pupils." *Industrial Education Magazine* 39: 201-2, September, 1937.

Describes the plan in effect at the Lapeer, Michigan, high school, for providing work experience in local business and industrial concerns. The boys and girls enrolled in a course called "Diversified Occupations" attend school half a day and work the other half. Positions are found by a coordinator, who works with the school and the employers. There is a constant demand by pupils to enroll in the course and by employers to participate in the apprenticeship program. Originally intended for students not planning to go to college, the course may now be adapted to the college preparatory curriculum.

383. EDGERTON, A. H. "When Jobs Change, Guidance Must Change." *Nation's Schools* 13:13-17, June, 1934.

Great need for strong guidance program in schools, with emphasis on personality adjustment before occupational information. Four charts of acceptable qualifications as listed by 338 representative employers.

384. GOOCH, WILBUR I. "Vitalizing the Course in Occupations." *Education* 57:595-604, June, 1937.

Criticizes the "artificiality and abstractness" so common to high school courses in occupational information. Devotes most of his discussion to the preparation of teachers, methodology, and the importance of individual differences. The author clearly shows the value of establishing closer relationships between these courses and the rest of the curriculum, and between the instruction offered in the classroom and local employment possibilities and job-placing agencies.

385. HEYD, EDWARD H. "A College Course in Job-Finding." *Occupations* 16: 143-6, November, 1937.

Methods used in the Senior Placement Program at Rutgers University, a voluntary course begun three years ago largely as a result of employers' suggestions. At present the course is offered to 25 seniors and follows a text supplemented by mimeographed materials, discussions, and demonstrations. This article outlines the procedures throughout the course as suggested helps to other colleges in providing guidance services to their students.

386. HAND, HAROLD C. *An Appraisal of the Occupations or Life-Career Course*. Palo Alto, Cal.: the author, 1934. 67 p.

A study of 391 high school students who had taken a "life career" course and 250 who had not. There was almost no

statistically important difference in the two groups, using a questionnaire, tests on occupational information and adjustment, information on false guidance, and educational information as measurements.

387. IRELAND, NORMA O. "A Vocational Guidance Experiment in a College Library." *Library Journal* 63:17-19, January 1, 1938.

In 1936 a new department was created in the Pomona College library to provide vocational literature for students. Records were kept of books used, number of students making use of the material, and requests for vocational information. The article describes the publicity given to the project and also the type of literature in the collection. Although only six per cent of the student body availed themselves of the new service, its continuance seems justified.

388. KOOS, LEONARD V., AND KEFAUVER, GRAYSON N. *Guidance in Secondary Schools*. New York: Macmillan, 1932. 640 p. (\$2.50)

Intended for use by secondary school principals. Covers such subjects as informing students concerning opportunities; securing information concerning students; guiding the individual student; and organizing guidance service.

389. LOVE, L. L. *Guidance Problems of High-School Seniors*. Columbus: Ohio State University, 1932. 232 p.

A doctoral dissertation embodying a study of 3,000 high school seniors' problems, including a list of 1,500 questions asked of their counselors. Interview records and personnel data for two years were used to determine what the educational, vocational, and personal problems were, and thus help in the training of guidance workers.

390. LEUENBERGER, HAROLD W. "Occupational Information Needed by Students." *Junior College Journal* 8:31-2, October, 1937.

Three hundred and forty-four San Francisco Junior College students were asked what they desired to know about jobs. Tables show what problems were foremost in their minds and their relative importance. All questions were classified under the following heads: job opportunities, qualifications, advancement within the job, interest in work, application procedure, salary, working conditions, and service to society. These topics are listed in order of importance to the students and it is interesting to note that salary is sixth.

391. NUTTALL, L. JOHN, JR. "From School to Job." *Occupations* 16:125-30, November, 1937.

What the Salt Lake City schools are doing to help train boys and girls for jobs after leaving high school or upon reaching the 18 year attendance limit. In the absence of a trade school, a system of guidance and occupational adjustment was inaugurated in 1934. The experiment is proving its worth to young job-seekers and employers. The program is laid on the foundations of the general high school course but aimed to serve youth not going to college. The plan is outlined in detail, describing procedures and policy, the duties of the coordinators, the guidance service, special homemaking classes, and four types of vocational training courses.

392. PROCTOR, WILLIAM M. "Shifts in Methods of Vocational Counseling." *Occupations* 15:123-6, November, 1936.

Ways in which vocational guidance in secondary schools has been affected by economic changes. Some results of recent trends are: the postponement of beginning age for entering employment; em-

phasis upon occupational fields rather than specific jobs in certain fields; increase of leisure time for workers.

393. PROFFITT, MARIS M. *Courses in Occupational Information*. U. S. Office of Education, Bulletin, 1934. No. 11. Washington: Government Printing Office, 1934. 47 p.

An investigation of 1,100 high schools showed that 68.5 per cent gave courses in occupational information to their students. About half offered separate courses and half provided it as part of other courses.

394. PROFFITT, MARIS M. "Guidance Problems in City Schools." *School Life* 22:19-20, September, 1936.

A summary statement of reports from 70 school systems on the difficulties encountered in guidance efforts. The principal ones seem to be: lack of funds, of qualified personnel, of support from staff, of centralized authority, of follow-up and contact with employers; problems concerning the mentally handicapped; and a too narrow curriculum.

395. PROFFITT, MARIS M. *State Guidance Programs*. Report of the National Committee on State Guidance Programs of the National Vocational Guidance Association, U. S. Office of Education co-operating. Office of Education Pamphlet No. 35. Washington: Government Printing Office, 1933. 27 p. (5 cents)

This study was made possible by the cooperation of 39 state departments of education. There is a need for full-time guidance directors in the state, county, district, or local school organizations. Suggestions are made for organizing a state guidance program, including teacher-training and samples of requirements of certain states for guidance workers.

396. REAVIS, WILLIAM C. *Programs of Guidance.* U. S. Office of Education, Bulletin, 1932, No. 17. Washington: Government Printing Office, 1933. 144 p. (15 cents)

Reports of guidance activities in five large cities, one vocational school, and four township high schools. Practically the same work is done in each group, although organization and methods vary.

397. RECKTENWALD, L. N. "Sources of Occupational Information." *Industrial Arts and Vocational Education* 26:239-40, August, 1937.

Written chiefly to aid teachers of industrial education, but others will find the suggestions helpful. A number of sources of written material are cited, and there is also mention of tours of inspection to business establishments, interviews with workmen, visual instruction, and try-out in the school shop.

398. RICE, L. A. "Responsibility of Public Education for the Guidance, Placement, and Follow-Up of Its Product." *Education* 53:33-7, September, 1932.

This article is concerned with high school students enrolled in commercial courses; the tendency to shunt boys and girls with vague future plans and little interest in a college preparatory course into this department; responsibility of the school to give guidance, contact Chambers of Commerce; and do follow-up work with this large group, numbering one-third of our high school enrollment.

399. SCHOOL REVIEW. "Three Diverse Plans for Providing Occupational Experience." *School Review* 45:245-7, April, 1937.

Brief descriptions of experiments in operation at three high schools. In Peoria, Illinois, the secretarial-training pupils work one afternoon a week in downtown

business offices. In Nutley, New Jersey, a group of ninth-grade students poorly adjusted to academic education have been allowed to gain work experience in jobs without pay for a period of time while enrolled in school. Aberdeen, South Dakota, has a system of part-time education, which offers pupils class work and vocational training or activity every day, the actual work experience generally being concentrated in the last two years of high school. The boys and girls may work 20 hours a week as part of their educational preparation, receiving wages or not at the discretion of the employer.

400. SMITH, FRED C. "Vocational Guidance in American Colleges." *Personnel Journal* 10:34-8, June, 1931.

A report on 60 replies received from 115 questionnaires sent to colleges having some form of vocational guidance activity. Shows lack of agreement on definition of guidance and need for establishment of standards.

401. SPAULDING, FRANCIS T. "Educating for Vocational Competence." *Occupations* 14:753-9, May, 1936. Same, *Bulletin of the Department of Secondary-School Principals* of the National Education Association 20:88-98, March, 1936.

We must educate for initial vocational competence, which means the ability to get along with people, ability to learn on the job, and enough skill to fill a job at the bottom of the ladder. The final year of secondary school, whether first or fourth of the course, should be used to develop these qualities and give occupational information; students going to college need the same outlook.

402. TAYLOR, HAROLD E. "A Guidance Project at the Brooklyn Technical High School." *High Points* 18:28-32, June, 1936.

Two classes of boys enroll at this school, those who are preparing to enter engineering colleges and those who are going to work upon graduation. This plan of vocational guidance serves both groups by means of a series of lectures delivered through a public address system. Seniors are required to write themes concerning their vocational plans, and are aided in making a choice by parents, teachers, and advisers.

403. TEETER, VERL A. "Vocational Guidance That Really Guides Modern Youth." *Nebraska Educational Journal* 17:47, 56, 61, February, 1937.

This article is abstracted from the author's new book, *Occupational Life*. Lists 14 objectives of a course in occupational information in high school. Describes initial steps in teaching such a course. In addition to job analysis and study of all general types of vocations, there must be self-inventory in order that students may develop proper attitudes and character traits.

404. THRELKELD, HILDA. "The Educational and Vocational Plans of College Seniors." Proceedings, 13th Annual Educational Conference, University of Kentucky, Bureau of School Service, *Bulletin* 9:64-74, December, 1936.

Some obstacles to adequate vocational adjustment of college youth: failure of educators to realize that educational and vocational guidance are identical; lack of contact between teachers and the occupational world; expense of setting up a guidance and training program. Progress made in college guidance programs, as studied by Maverick and the author. Suggests that in the curriculum itself are found the means of guiding students, if developed by an alert faculty.

405. TOOPS, HERBERT A. *A Minimal Guidance Program for Secondary Schools*.

Ohio High School Bulletin No. 9. Columbus: Ohio State University. 24 p. mimeo. (10 cents)

Advocates annual state-wide intelligence and scholarship tests of all high school pupils; annual transmutation by Hollerith machine of all grades of seniors; college-selection guidance; and vocational guidance. Urges planned trips to industries, colleges, welfare institutions, and the study of social security programs. Offers some suggestions for colleges to follow in order to carry on the preparation for practical living begun in high school.

406. TOOPS, HERBERT A. "Tests and Techniques in a State-Wide Guidance Program." *Occupations* 12:19-28, April, 1934.

A discussion of the methods adapted to a program which will develop the unusual capacities and specialized training of all pupils and produce young people with initiative and adaptability. High schools and colleges must cooperate on testing and records. Dr. Toops outlines the objective of the ambitious program of the Ohio College Association.

407. WEST, ELMER D. "Junior College Occupational Practice." *Junior College Journal* 7:234-9, February, 1937.

A project in practical applications of education at a girls' junior college in Rye, New Hampshire. Stoneleigh College is closed for six weeks in the winter while the girls work in occupations of their choice. In 1936 there were 57 girls employed in business firms, libraries, hotels, newspapers, social service, and many other fields. Tells how they obtained their jobs; what wages they received; and evaluates the scheme from the viewpoint of students, instructors, and employers.

408. WILLIAMSON, E. G. "A College Class in Occupational Information." *School Review* 45:123-9, February, 1937.

The content of a course entitled "Vocations," given at the University of Minnesota. In order to determine the amount of new information gained by the students this experiment was tried: at the beginning and end of the autumn quarter of 1935 the final examination was given to the class and also to two control groups. Analyzes gains made by all groups. Includes tables.

409. WOODHOUSE, CHASE GOING. "Vocational Guidance for Women." *Junior College Journal* 8:57-61, November, 1937.

Treats the relation of vocational counseling to education for citizenship, health, and mental hygiene. Contrasts the values of the centralized personnel office and general guidance by an entire teaching staff. Advocates that occupational information be furnished in connection with courses in economics and government. Points to trends in vocations and the importance to employers of broad educational backgrounds, rather than specialization in specific lines. Mentions the activities of the Institute of Women's Professional Relations, particularly in investigating job opportunities and requirements.

410. WRENN, C. GILBERT. "Vocational Guidance and the College Curriculum." *Occupations* 16:36-40, October, 1937.

The author is of the opinion that few colleges offer their students adequate vocational counseling, and suggests two reasons for their failure. One is the idealistic, romantic nature of the curriculum, and the other is the fact that rigid requirements for graduation stifle initiative and self-decision. Pictures some trends in the development of guidance as a function of the college.

3. Activities of Non-School Agencies

411. DUNSMOOR, C. C. "Kiwanis and Guidance in 1936." *Occupations* 14: 660-3, April, 1936.

What Kiwanis International is doing in the way of vocational guidance for youth, with special mention of occupational group conferences and individual counseling services.

412. GOOCH, WILBUR I. "A Non-School Youth Counseling Institute." *Occupations* 15:396-8, February, 1937.

A vocational adjustment service in Providence for out-of-school unemployed persons, with emphasis on those aged 16 to 25, established at the request of the assistant superintendent of schools, with the aid of the National Occupational Conference. Brief outline of procedures: testing, case-records, occupational information, vocational and educational guidance, try-out experiments, placement, follow-up, and retraining. Sponsored by many local and state welfare agencies, including the Rhode Island Vocational Guidance Association, Rhode Island Mental Hygiene Society, Providence Family Welfare Society, Industrial Relations Association of Rhode Island, Northeastern University, Brown University, the Y. M. C. A., the Y. W. C. A., National Youth Administration, settlement houses, and the Providence public schools.

413. GOOCH, WILBUR I. "Occupational Adjustment in Rhode Island." *Occupations* 16:41-6, October, 1937.

Reviews the record of the eight months' life of the Rhode Island Institute for Counseling and Personnel Service. Illustrates the types of service rendered by describing a joint project of the Metal Trades Association, the state employment service, and the Providence school system. A shortage of skilled workmen caused concern in this industry; and a

scheme was developed which provided a free training course to a selected group of 25 young men, immediate placement upon completion of their studies, and follow-up on the job. Because of a high degree of cooperation throughout, the project has been entirely successful.

414. GOOCH, WILBUR I., AND KELLER, FRANKLIN J. "Breathitt County in the Southern Appalachians." *Occupations* 14 (Section Two): 1011-1110, June, 1936.

The progress to date in the youth guidance program being developed as an Appalachian demonstration by the Southern Woman's Educational Alliance, under a county planning council with the county superintendent of schools as chairman. Widespread cooperation has been given, including that of the University of Kentucky, the National Occupational Conference, and the Kentucky State Board of Education. A guidance-grounded curriculum, including education in regional, social, and vocational opportunities, is being gradually developed throughout the schools; teachers are being trained in guidance institutes with follow-up on the job. Study of the out-of-school youth group and brief try-out programs have defined its needs. Information about actual and potential occupations is being gathered for an occupational manual.

415. GOOCH, WILBUR I., AND MILLER, LEONARD M. "Rockland County's Self-Survey." *Occupations* 14:394-410, February, 1936.

Preliminary account of this significant project in vocational guidance in Rockland County, N. Y. It is a demonstration of a continuous survey method for planning a county program by keeping a cumulative record of the occupational life of the county. The program enlists the cooperation of local and state agencies.

416. GOOCH, WILBUR I., AND MILLER, LEONARD M. "Vocational Guidance in Rockland County." *Occupations* 14 (Section Two): 835-911, May, 1936.

This issue describes a pioneer county-wide guidance program in New York aided by state funds; 13 school districts availed themselves of the services of the county director of guidance in addition to the general program. Occupational surveys, a mental hygiene program, a junior placement service, teacher-training program, and guidance in household employment are the main features of this program. The achievements and shortcomings are discussed; offered as a model for other communities. Includes tables and charts.

417. LEE, CHARLES E. "Boys Looking for Jobs: Volunteer Counselors in Cincinnati High Schools." *Occupations* 14:123-4, November, 1935.

The Cincinnati Y. M. C. A. provides advisory service to juniors and seniors in the high schools, supplementing the work of the school counselors. Tells how the system works and evaluates the results. Includes a brief account of other vocational guidance services in the city high schools.

418. LITERARY DIGEST. "Niche Clinics." *Literary Digest* 123:28-30, February 27, 1937.

Describes the services of the clinic in New York City's West Side Y. M. C. A., directed by Professor Hanna of New York University. Efforts are made toward determining fitness of clients for certain occupations by testing methods. Two claims to validity of the tests are made: they show the types of work where success is impossible, and they also indicate other types of vocations for which clients seem fitted.

419. MATHEWSON, R. H. "Training For a Job." *Scholastic* 28:15, February 1, 1936.

Introducing the vocational guidance department of *Scholastic Magazine*. Lists suggestions on ways to receive training in the various occupations and the necessity for such training if young people wish to get jobs in the future. Mentions the demand for skilled workmen in various trades today and the possibility of an actual shortage in the near future.

420. PHINNEY, E. H. "Vocational Guidance in the Y. W. C. A." *Vocational Guidance Magazine* 8:376-9, May, 1930.

A discussion of methods used in meeting the problem of employment and guidance; the vocational conference and its shortcomings; the need for follow-up in all methods. A branch of the Y. W. C. A. in Brooklyn receives special mention for its program.

421. RILEY, W. J. "Job Counseling Service of the Huntington Avenue Branch of the Boston Y. M. C. A." *Education* 55:141-6, November, 1934.

During the past two years 1,000 men aged 18 to 35 attended counseling groups, afternoon and evening classes, took vocational tests, and had conferences with selected counselors. All lecturers and leaders were volunteers; considerable gain was felt in morale and the men's chances for employment were definitely increased.

422. SCHOOL AND SOCIETY. "Temporary Posts in New York City Government for High-School Students." *School and Society* 44:49-50, July 11, 1936.

A plan of Mayor La Guardia to employ 16 boys and girls, some of them in the graduating classes of 1936, for two month's work during the summer in bor-

ough presidents' offices and city departments at salaries of \$50 a month. The group was chosen by the Division of Vocational Schools of New York City.

423. SCIENTIFIC AMERICAN. "Youthful Engineers." *Scientific American* 153: 65, August, 1935.

An account of the nation-wide system of guidance inaugurated by the Engineering Foundation, which functions through local groups and serves high-school boys who wish to become engineers. This article stresses the importance of discovering personal aptitudes for the profession, in order to prevent later dissatisfaction.

424. SITES, D. E. "Initiating City-Wide Guidance Through the Y. M. C. A." *Vocational Guidance Magazine* 7:355-7, May, 1929.

As a result of an employment survey in Milwaukee in 1925, a Y. M. C. A. Employment Department was formed in cooperation with leaders in business and schools; in 1928 a similar counseling service was made a part of the city schools; and finally civic clubs, parent-teacher associations, business men, and school men established a branch of the National Vocational Guidance Association.

425. SOBEL, L. H. "Vocational Guidance Through the Organized Club." *Recreation* 29:508-11, 522, January, 1936.

The excellent opportunity for guidance in young people's clubs, because of the chance to observe social behavior, skills, and interests. Under wise leadership there should be favorable development of personality. Organized guidance efforts should include contact with placement offices, meetings with employers, community leaders, parents, teachers, social workers.

426. VAN OOT, B. H. "When a Fellow Needs a Friend; an Experiment in Education with Out-of-School, Out-of-Work Young Men." *High School Teacher* 10: 42-3, February, 1934.

A view of the situation of out-of-work, out-of-school youth. The statewide guidance program in Virginia, and a description of a project conducted in one city to test the validity of a guidance program for out-of-school unemployed boys, which has as objectives: to give practical, usable information and service to young men who need guidance; to bring the employer, the schools, and the prospective workers together; to give jobless young men an opportunity to capitalize on their enforced leisure; and to secure employment for as many of them as possible.

G. ADJUSTMENT, PLACEMENT, AND FOLLOW-UP SERVICES

427. ALLEN, ELEANOR. "Employment Service — New Style." *Survey* 73:216-17, July, 1937.

An example of consolidation of community resources in order to prevent duplication of efforts among employment agencies in Pasadena. A new organization, allied with the state employment service, was set up to operate jointly with the Vocation Bureau. At present the Vocation Bureau serves as the city's counseling agency, and the Pasadena Employment Bureau as the placement agency. The California Youth Administration, State Bureau of Vocational Rehabilitation, the local Community Chest, Chamber of Commerce, Council of Social Agencies, Merchants' Association, and public schools have joined forces in this central clearing-house.

428. BARNES, RALPH M. "A Study of the Methods Used by Engineering Col-

leges in Aiding Their Graduates to Secure Employment." *Journal of Engineering Education* 26:165-89, November, 1935.

Procedures used in 83 engineering colleges to facilitate the employment of their graduates. The replies of the colleges to the inquiry are tabulated in detail. Assistance is given chiefly through personal interviews; about half of the schools offer special lectures and recommend reading materials; and a minority offer special courses designed to aid the student in obtaining his first job after graduation. Discusses the benefits of centralized and decentralized placement work.

429. BENTLEY, JEROME H., AND OTHERS. *Adjustment Service Series*. New York: American Association for Adult Education, 1935. (\$4.00 to members, \$5.50 to non-members)

Twelve publications describing various phases of the Adjustment Service, an experiment in adult guidance and counseling for the unemployed, sponsored by the American Association for Adult Education, in operation from February, 1933, to June, 1934, in New York City. Over 12,000 men and women were aided with such problems as personality adjustment, job placement advice, vocational guidance, vocational aptitudes, advice on educational or avocational courses of study, and retraining.

I. Bentley, Jerome H. *The Adjustment Service: A Report of an Experiment in Adult Guidance*. (15 cents)

II. Hawkins, L. S., and Schneidler, Gwendolen. *Selection and Training of Counselors at the Adjustment Service*. (50 cents)

III. Bergen, Garret L., and Ward, Raymond S. *Registration and Counseling Procedure in the Adjustment Service*. (75 cents)

IV. Bergen, Garret L.; Schneidler, Gwendolen; and Sherman, Le Roy. *Use*

of Tests in the Adjustment Service. (50 cents)

V. Hawkins, L. S. *Development of Informational Resources of the Adjustment Service.* (50 cents)

VI. Fiertz, Charles O. *Medical and Psychiatric Services in the Adjustment Service.* (50 cents)

VII. *Community Agency Relationships of the Adjustment Service.* (50 cents)

VIII. Bentley, Jerome H., and Kelley, Helen. *Costs of the Adjustment Service.* (50 cents)

IX. Coler, C. S.; Fitch, J. A. and Fitch, Florence Lee; and Paterson, Donald G. *General Appraisals of the Adjustment Service.* (50 cents)

X. Bergen, Garret L., and Murphy, John F. *Ten Thousand Clients of the Adjustment Service.* (75 cents)

XI. Seipp, Emma. *A Study of One Hundred Clients of the Adjustment Service.* (50 cents)

XII. Hawkins, L. S. *Clients' Opinions of the Adjustment Service.* (75 cents)

430. COWDERY, KARL M. "Problems of Placement: College Placement." *Occupations* 12 (Section Two):85-7, March, 1934.

Discusses the three more usual types of organization of college placement work and the relationships of the appointment service with the academic staff, with applicants, with employers, and with other placement agencies. "The coordination of placement and guidance services is a necessary part of efficient educational organization and may possibly have an important part in the formation of educational policies."

431. COWLEY, W. H. "Student Discontent and Job Placement." *Personnel Journal* 14:146-50, October, 1935.

Calls attention to the white collar classes in other countries who have become

political agitators when unable to find work and points out that America has the largest percentage of college trained people of any nation. Suggests the need for better college employment bureaus and outlines the four types of organization of placement work most generally in vogue in universities.

432. COXE, W. W. "Guidance Responsibility of the School After the Pupil Leaves." *Vocational Guidance Magazine* 11:302-6, April, 1933.

Adolescents leaving school to go to work need testing and guidance, with employers' records as an important part of the program. Suggested agencies to do this guiding: continuation schools, apprentice training, half-time schools, and placement offices.

433. LAYTON, WARREN K. "The Junior Placement Service and the NYA." *Occupations* 15:729-31, May, 1937.

Describes the work of the Detroit Public Schools' Department of Guidance and Placement prior to the extension of facilities made possible in 1936 by National Youth Administration grants. The funds were allotted on the conditions that services would be available to young persons up to 24 years of age, placement rather than guidance would be emphasized, and expenses for rent and equipment would be met locally. Recently NYA funds have been appropriated for a Junior Consultation Service. Detroit's successful system has resulted in large part from the close cooperation between all agencies concerned.

434. LEWIS, CLARE L. "An Employment Service for Younger Boys and Girls." *Employment Service News* 2:7-10, June, 1935.

A description of the work of New York's Division of Junior Placement under the State Department of Labor. Thir-

teen offices have been registering between 10,000 and 12,000 juniors aged 16 to 21 every month.

435. McALMON, VICTORIA. "Problems of Placement: In a Junior College." *Occupations* 12 (Section Two):87-9, March, 1934.

An account of the placement service for graduates of vocational courses maintained by the Los Angeles Junior College, and the curriculum built around the occupational needs of the community. "Junior colleges will have fewer withdrawals when counseling goes hand in hand with placement."

436. MALVAN, IRENE C. "High-School Placement Projects." *Occupations* 15: 634-5, April, 1937.

How the business education department of the Armstrong High School, Washington, D. C., prepares its senior students for vocational careers. The students are acquainted with employment conditions and local opportunities by means of study and guided tours, are given practice in writing letters of application and business interviews, and make direct contacts with prospective employers. This program has proved effective in the absence of a school placement bureau, and can be adapted to any school which has no machinery or funds for a separate bureau.

437. PATERSON, DONALD G., AND DARLEY, JOHN G. *Men, Women, and Jobs*. Minneapolis: University of Minnesota Press, 1936. 145 p. (\$2.00)

Chiefly an exposition of the work of the Employment Stabilization Research Institute of the University of Minnesota. This project demonstrated that a scientific attempt to solve individual problems of vocational adjustment could result in a

high degree of success. The authors have interpreted the full meaning and significance of vocational guidance and have analyzed unemployment in these times in a manner challenging every person interested in America's future.

438. PATERSON, DONALD G. "The Minnesota Unemployment Research Project." *Personnel Journal* 10:318-28, February, 1932.

Description of the organization and work of the Employment Stabilization Research Institute at the University of Minnesota.

439. SHUMAN, JOHN T. "Helping Our Graduates Find Work." *Industrial Arts and Vocational Education* 24:283-5, October, 1935.

Designates the functions of a public-school employment service for youth as guidance, keeping up the morale of the clients, teaching the clients how to look for work, cooperating with other public agencies, job placement, and follow-up; and describes some devices to expedite placing young people on payroll jobs. "We can no longer afford to waste the energy and the valuable years of thousands of our youth by not assisting them until they have found their niche in the business or industrial world."

440. SLANTZ, FRED W., AND SIGLINGER, WILLIAM K. "A College Placement Program." *Occupations* 14:319-22, January, 1936.

Describes the methods used by the Placement Bureau at Lafayette College in serving both graduates and employers. Explains how contacts with employers are established and maintained, how students are helped to find suitable jobs, and how alumni are linked with the bureau.

441. STONE, HARRY E. "Placing College Graduates." *Occupations* 15:732-6, May, 1937.

The director of West Virginia University's placement bureau describes the services which are available to interested students. This office has developed an especially efficient system of preparing graduates for their first jobs. Vocational literature, interest and aptitude blanks, and personal counseling are utilized. Also, 75 alumni aid the bureau in establishing contacts between employers and those seeking employment.

442. THOMSON, MARGARET M. "The Follow-Up of Placement." *Vocational Guidance Magazine* 7:358-60, May, 1929.

An account of a successful system in operation at the Vocational High School, Minneapolis, for checking with employers of former students. Points out fallacy of any system of rating character traits irrespective of the total situation involved, and illustrates the type found most reliable.

443. TOWNSEND, M. ERNEST. "Intellectual and Non-Intellectual Factors Affecting Placement of Teachers' College Graduates." *Reconstructing Education Through Research*, p. 38-40. Washington: American Educational Research Association, 1201 Sixteenth St., May, 1936. (\$1.50)

An investigation into the employability of recent graduates of the New Jersey State Teachers College at Newark. Four methods of obtaining data were used: a letter to 26 school superintendents who had employed graduates of the college for two years previous; personal interviews with 16 superintendents who had employed at least two recent graduates; a study of the records of 50 graduates of the past two years who were readily placed and 50 who were placed with difficulty; and an inquiry sent to

other teachers' colleges regarding their experiences in placing their graduates when the factor of intelligence was held constant. Discusses desirable and undesirable traits and qualities of candidates for teaching positions.

444. TRABUE, M. R. "What the New York City Adjustment Service Demonstrated." *High School Journal* 19:7-11, 22, January, 1936.

Summary of what was shown by the experimental adjustment service which operated from February, 1933, to June, 1934: (1) helpful guidance is now possible; (2) solving an unadjusted individual's problem requires many types of information; (3) little is yet known regarding the characteristics that make for adjustment in a given type of situation; (4) many qualities that are important in making adjustments cannot yet be easily measured.

445. TRABUE, M. R., AND DVORAK, BEATRICE J. *A Study of the Needs of Adults for Further Training*. Employment Stabilization Research Institute Bulletins, Vol. III, No. 3. Minneapolis: University of Minnesota Press, 1934. 25 p.

Report of a study of the adjustment of 5,587 employed and unemployed persons who reported at the Occupational Analysis Clinic, concluding that about half of the men and about one-third of the women needed further training or re-training in order to fit them for appropriate jobs. Presents a limited number of case-histories to demonstrate the efficacy of the training recommendations made by the Institute, and describes techniques employed in analyzing the cases. Recommends further research in the characteristics of successful workers in various occupations. Approximately half of the persons reported were under 25 years of age.

446. U. S. EMPLOYMENT SERVICE. *Filling Nine Million Jobs.* Washington: Government Printing Office, 1937. 149 p.

Part I: Recent Developments in the Employment Service, which explains the national system at work. Part II: Highlights of the Record, which shows the geographical and occupational distribution of applicants, changes in numbers of applicants from month to month, kinds of jobs filled, length of the employment period, ages of applicants, and other statistical data.

447. U. S. EMPLOYMENT SERVICE. *Who Are the Job Seekers?* Washington: Government Printing Office, 1937. 156 p.

Data concerning individuals who register with local offices of the U. S. Employment Service; where they live, their occupational classification, industrial background, age groups, war veterans, and occupational qualifications. There is a section dealing with the Employment Service and the problem of labor shortage in certain fields. In addition, there are a hundred pages of tables summarizing registrations for the entire country, for the states, and for counties. All material has been gathered from the records for the months of December, 1935, and July, 1936.

448. VOCATIONAL SERVICE FOR JUNIORS. *Annual Report for 1933.* New York: Vocational Service for Juniors, 122 E. 25th St. 26 p.

Compares junior employment figures for this agency for 1924-29 and 1929-34; presents six tables illustrating background of applicants and employers' demands. Brief statements of Apprentice Training Program, Employment and Training Information Service, Junior Consultation Service, and high school scholarships.

449. VOCATIONAL SERVICE FOR JUNIORS. *Skylines Change But Youth Still Seeks Its Place in This Big City.* New York: Vocational Service for Juniors, 122 E. 25th St., 1937. 16 p.

A report of the work of New York's Vocational Service for Juniors for the period 1934, 1935, and 1936. Tables show the numbers of young persons aged 16 to 21 who were registered, how many received employment, in what types of work they were placed, the amount of schooling represented, and other data. Describes the program of the Junior Consultation Service, the psychological department, and other services available to youth seeking guidance.

450. WARD, ROSWELL. *Problems of Unemployed Juniors.* New York: Junior Consultation Service, 124 E. 28th St., 1935. 24 p. mimeo.

A study of 100 clients aged 16-21; a project of New York State Employment Service and the Vocational Service for Juniors. Includes some typical problems, a comparison of problems of a selected and an unselected group of clients, an analysis of methods of selection for guidance, and an original method of classifying vocational problems.

451. WISEHART, M. K. "A Boy's First Job." *Good Housekeeping* 97:22-3, October, 1933.

Describes the vocational-trend analysis service for high school students provided by the Vocational Research Bureau of Carmel, New York.

452. WISEHART, M. K. "Let Them Sample Their Life Jobs." *Good Housekeeping* 99:30-1, November, 1934.

Describes a plan for giving young people actual work experience, developed in cooperation with the local community by the Vocational Research Bureau, Carmel, New York.

H. APPRENTICE TRAINING

453. BUSINESS WEEK. "For Labor Backlog: Detroit Launches Apprentice Training Program." *Business Week*, p. 17, February 8, 1936.

An account of a city-wide apprenticeship experiment, sponsored by manufacturing associations and the Board of Education, which provides part-time work in 47 factories for hundreds of Detroit boys who wish to learn trades.

454. HILL, R. L. "Machine-Shop Apprentice Training, Jackson, Michigan." *Industrial Arts and Vocational Education* 25:41-5, February, 1936.

A description of the work done with candidates for apprenticeship and indentured apprentices at Jackson, Michigan. Illustrated with facsimiles of record forms used.

455. LEACH, HENRY G. "Apprentice Young America." *Forum* 97:129-30, March, 1937.

An editorial commanding the swing toward a revival of apprenticeship in this country. Points out the necessity for creating in youth a respect for manual trades. Briefly recounts the history of the apprentice system in Great Britain. Refers to the work of our Federal Committee on Apprentice Training.

456. MONTHLY LABOR REVIEW. "Education and Training: Problems of Apprenticeship in the Newer Industries." *Monthly Labor Review* 41:70-1, July, 1935.

Summary of an address delivered by William F. Patterson, of the Federal Committee on Apprentice Training, at the Atlantic City Convention of the National Vocational Guidance Association, February, 1935. He calls attention to the urgent need for data on occupations in the newer fields of work and on skilled occu-

pations which employ large numbers of persons but are not well known. "Occupational data should be much more widely disseminated to meet the requirements of a comprehensive national apprentice program . . . If young persons in the schools of the United States could be furnished with such data, they would be able to choose their vocations more wisely and to select the kind of apprenticeship suitable to their special needs, aptitudes, and interest."

457. MONTHLY LABOR REVIEW. "Vocational Training in Industrial Plants." *Monthly Labor Review* 42:650-4, March, 1936.

Upon recommendation of an advisory committee appointed at the request of the American Federation of Labor, the U. S. Commissioner of Education and the Secretary of Labor have issued a report on "plant training." It lists standards governing the use of federal funds for training young persons in industrial plants in connection with the public school program. Also enumerates conditions under which this aid is justified and is not justified. This survey was undertaken because of complaints from labor leaders.

458. SCHOOL AND SOCIETY. "Apprenticeship Training." *School and Society* 41:700, May 25, 1935.

A member of the Federal Committee on Apprentice Training discusses briefly its purpose and mentions certain states cooperating with the government's program.

459. SCRIMSHAW, STEWART. *Apprenticeship: Principles, Relationships and Procedures*. New York: McGraw-Hill, 1932. 273 p.

A textbook which is also a valuable introduction to the subject for the general reader. "Attempts to review the

meaning of apprenticeship in its relation to modern industry; to present its status with reference to labor; to show its relation to the employer; to reveal its inevitable affinity with formal education; and to show its relations to the functions of the estate itself." There are also sections dealing with cooperative vocational education and with Wisconsin's experience in state control of apprenticeship.

460. U. S. DEPARTMENT OF LABOR. *Training Young Americans for the Skill-ed Trades Through Apprenticeship*. Washington: Government Printing Office, 1936. 7 p.

A popular presentation of the facts concerning the Federal Committee on Apprentice Training, established in 1934. Explains the need for this program, its benefits, and its objectives.

461. U. S. FEDERAL COMMITTEE ON APPRENTICE TRAINING. *Indentured Apprenticeship*. Bulletin No. 3, June, 1936. Washington: Department of Labor Building. 45 p. mimeo.

Suggestions gathered from the practical experiences of those who have been conducting programs of indentured apprenticeship, presented for the assistance and guidance of members of state committees on apprentice training; trade ad-

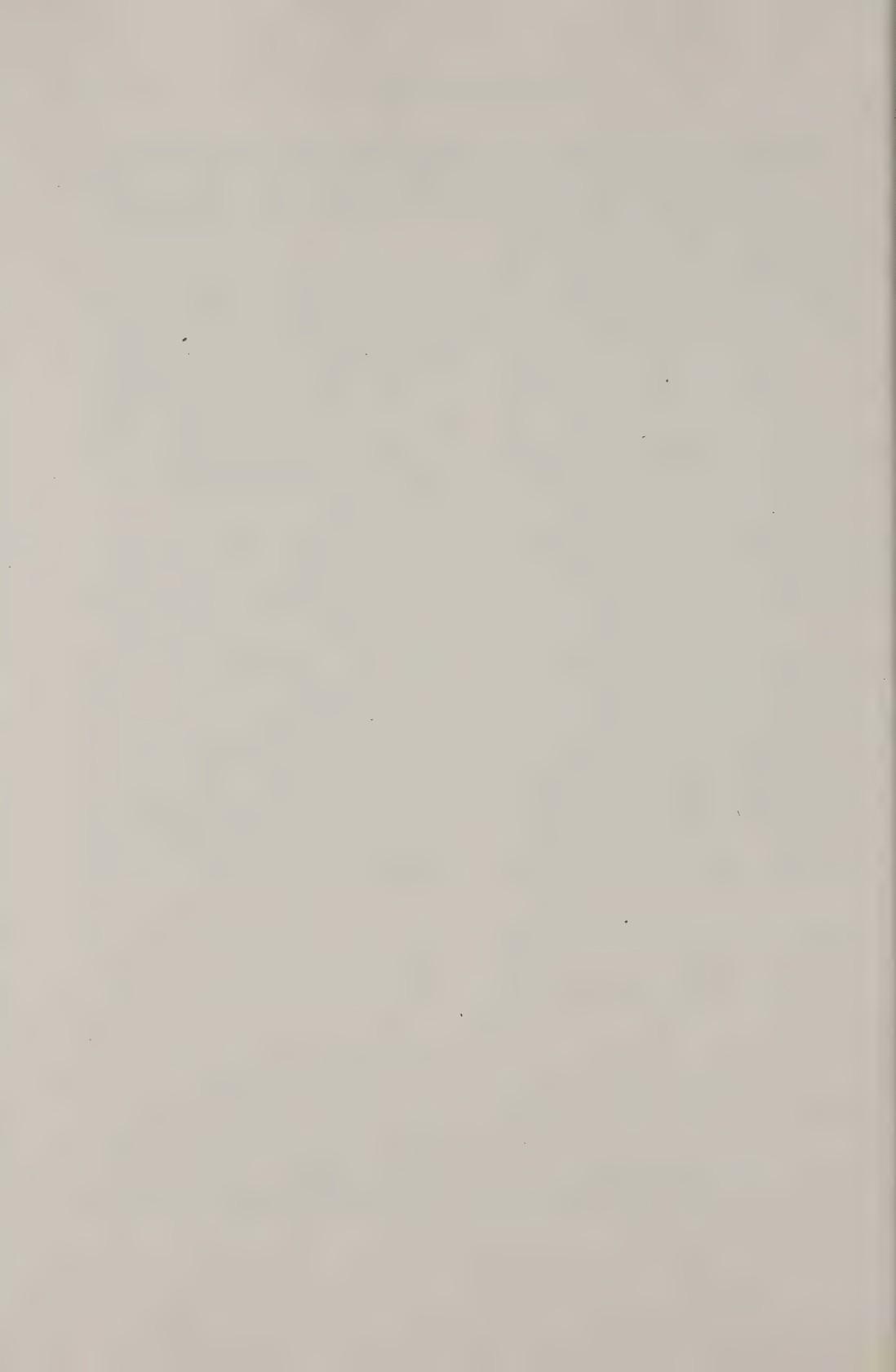
visory committees; state and local apprentice coordinators, instructors, and supervisors; and others who take an active part in the promotion of systematic and effective indentured apprenticeship.

462. U. S. FEDERAL COMMITTEE ON APPRENTICE TRAINING. *Organization, Administration, Objectives*. Bulletin No. 2, December, 1935. Washington: Department of Labor Building. 12 p. mimeo.

Information concerning state programs, the Federal Committee, how young people can secure apprenticeships, the agreement, supervision, and certificates awarded, and jobs suited to apprentice training.

463. U. S. FEDERAL COMMITTEE ON APPRENTICE TRAINING. *What the Federal-State Apprentice Training Program Means to Employers*. Bulletin No. 1, April, 1935. Washington: Government Printing Office, 1935. 10 p.

Sets forth the vital importance of the Federal-State Apprentice Training Program for employers, young persons, educators, and society in general. Reports an impending scarcity of thoroughly skilled labor, what apprentice training is, how apprentices are selected, and basic standards of apprenticeship.



CHAPTER V

EDUCATION

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CONFIDENCE in the improvability of mankind is a basic tenet of democracy, and underlies America's faith in education. One-fourth of the entire population of the United States is enrolled in schools or classes of one kind or another. To the universal free elementary school has been added the common public high school, so that today we have more students in secondary schools than has all the rest of the world. Unprecedented in history and unparalleled in any other country, American secondary education has undergone vast expansion within a generation, but its maximum enrollment has not yet been reached, and there are indications that the secondary school of the future will be extended upward two years to include what is now known as the junior college.

The educational profession in America is generally keenly critical of its own handiwork, and quick to recognize imperfections in school organization and methods. The voluminous professional literature teems with suggestions and plans for the reorganization of curricula, the upgrading of the teaching personnel, and the improvement of administration. Access to the whole field may be had through the cumulative *Education Index*, the *Loyola Educational Digest*, the bi-monthly *Review of Educational Research*, the selected bibliographies published monthly and assembled annually by the Department of Education of the University of Chicago, and numerous bibliographies published at intervals by the United States Office of Education.

The references collated below are confined largely to writings which seem to have been meant to contribute directly to the definition or solution of the problems and perplexities of persons between the ages of 12 and 25, and represent but a fragment of the recent literature of education. They will afford a glimpse of the field from the standpoint at which education is regarded as only one of many factors influencing the welfare of youth, albeit certainly one of the more important ones.

A. EDUCATIONAL PHILOSOPHIES AND PLANS

1. American Education Today and Tomorrow

464. AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS. *Youth Education Today*. Sixteenth Yearbook. Washington: American Association of School Administrators, 1938. 509 p. (\$2.00)

A preview is followed by a chapter on the situation of American youth today. The next four chapters deal respectively with the dynamic and life-centered curriculum, personal relationships, creative citizenship, and education for leisure. Two chapters are devoted to the adjustment and guidance of youth—one speaking of the regular day schools and the other of out-of-school youth. Leadership of youth and organizations for youth each receive a chapter, and the final chapter discusses the topic of unifying and coordinating the influences affecting youth. Appendices include the text of a suggested law for community centers, and data on the purposes and activities of youth-serving organizations, as well as descriptions of local guidance services and of youth-adult conferences.

465. BLAKE, MABELLE B., AND OTHERS. *Education of the Modern Girl*. Boston: Houghton Mifflin, 1929. 219 p.

The heads of eight outstanding girls' schools contribute the chapters of this volume on the problems facing educators. Some points discussed are: home influences, academic influences, athletic influences, summer camps, school and religion, and others.

466. CAVAN, RUTH S., AND CAVAN, JORDAN T. "Education and the Business Girl." *Journal of Educational Sociology* 3:83-93, October, 1929.

A study made to determine whether the schools are fulfilling the needs of this particular group of girls. The evidence points to failure in many respects, especially guidance. The conclusions apply to other vocational groups as well as to young people who enter business.

467. CHAMBERS, M. M. "Youth Merits Educational Opportunity." *Progressive Education* 13:364-7, May, 1936.

Considers three fronts on which our educational system can progress in order to diffuse its benefits more widely and give better service as a tool of democracy: expansion of high-school facilities, establishment of local public junior colleges, and a system of public scholarships for higher education.

468. COFFMAN, LOTUS D. *Youth and Tomorrow's Education: Biennial Message to the People of Minnesota*, 1934. Minneapolis: University of Minnesota, 1934. Same, *The University of Minnesota President's Report*, 1932-34, p. 1-36.

President Coffman views higher education with confidence that it will adapt its offerings to meet the changing social conditions; discusses changes that lie ahead.

469. CORNELIUS, SAMUEL. "When School Quits Youth." *Progressive Education* 15:12-13, January, 1938.

Mentions divergent views concerning the role of formal education in the lives of young persons who have left school. Considers that youth under the age of 18 and not in school have need for expression of life interests, of which education is one. In addition to the commonly recognized needs of youth for jobs, recreation, and marriage prospects, two others are suggested: "to be let alone" and "to run its own show." The ideal

school "would send its youth out into life, continuing with no more break than necessary their habits, ideas and personal associations."

470. COX, PHILIP W. L. "Passive Youth — Or Active?" *Junior-Senior High School Clearing House* 10:131-3, November, 1935.

An editorial challenging educators to rehabilitate the idle, confused youth of our nation, to work for conservation and construction by means of offering the school plants to the community for classes in recreation leadership, art, music, dramatics, health work, library work, and the like. Urges all possible measures be taken against the threat of Fascism.

471. DEWEY, JOHN. *The Way Out of Educational Confusion*. Cambridge: Harvard University Press, 1931. 41 p.

The Inglis Lecture, 1931. Considers some of the main conflicts in present educational tendencies, including the clash between the "practical" aim and the liberal, cultural, and humanistic ideal. "A reorganization of subject-matter which takes account of out-leading into the wide world of nature and man, of knowledge and of social interests and uses, can not fail save in the most callous and intellectually obdurate to awaken some permanent interest and curiosity. Theoretical subjects will become more practical, because more related to the scope of life; practical subjects will become more charged with theory and intelligent insight. Both will be vitally and not just formally unified . . . I see no other way out of our educational confusion."

472. EDUCATIONAL POLICIES COMMISSION. *The Effect of Population Changes on American Education*. Washington: Educational Policies Commission, 1938.

58 p. (50 cents). Also published as the January 1938 *Research Bulletin* of the National Education Association.

Summarizes population trends, including aggregate growth, birth-rates, death-rates, and immigration; regional and rural-urban shiftings; changes in age-distribution, sex ratios, and occupational and economic status. This is followed by an exposition of trends in the school population, and brief discussion of the implications for school building programs, the education of teachers, adult education, urban education, rural education, school finance, the public relations of the schools, and other phases of public school policy. An appendix contains tables prepared by the Scripps Foundation for Research in Population Problems.

473. HUTCHINS, ROBERT M. "Turn High Schools Into People's Colleges." *Journal of the National Education Association* 23:217, November, 1934.

Abstract of speech before Phillips Academy, 1934, criticising the New England colleges for neglecting the Middle West and South in their public education crisis. Outlines reorganization of public education: two-year college or technical school (ages 16-18), then three-year university training for those qualified.

474. JESSUP, WALTER A. "Youth and Educational Abstractions." *Thirty-First Annual Report of the Carnegie Foundation for the Advancement of Teaching*, p. 3-13. New York: 522 Fifth Avenue, 1936. 193 p.

Historical sketch of the perennial problem of youth in America, and a penetrating analysis of the current educational scene, concluding that "American education at its best has sought to keep its purpose simple and concrete and to avoid the pitfall of vague abstraction, the passive

voice, and loose generalization. From time to time it has fallen prey to the tendency to resort to dialectic rather than reality. The school remains the one youth movement upon which there has been widespread and general agreement, with which we have had three centuries of experience on all levels from infancy to manhood."

475. JUDD, CHARLES H. "Education." In *Recent Social Trends in the United States*, p. 325-81. New York: McGraw-Hill, 1933. 1568 p.

Reviews the development of American schools, including: the curriculum of the elementary school, the secondary school, and college; the junior high school; the junior college; evolution of postgraduate training and research; parent education and preschool education; teachers and teaching problems; administration and control; federal participation in education; scientific studies of education. "Since 1875 the educational system of this country has undergone a transformation. Better equipped elementary schools have been erected; free secondary schools have been established in large numbers; public normal schools for the training of teachers have been organized by the states; and the opportunities for college education have been enlarged and made accessible to young people from all classes of society. Furthermore, schools have assumed responsibility for many phases of child care and training which formerly were thought of as belonging to the home."

476. LOZO, JOHN P. "Redirection of Education for the Older Youth." *The New Deal in Education*, p. 170-6. Philadelphia: University of Pennsylvania, School of Education, June 25, 1934.

Deals with the problems of out-of-school young people, 16 to 25 years of

age. Recommends combining the facilities of all local social and educational agencies in each community to assist in a program for the stabilization of youth through the present crisis. "The problems of society that seem to receive less attention than most others are the problems confronting youth just out of the shelter of school and thrown into turbulent life with no direction, with ideals shattered, with nothing to do, and in a state of flux; through which his school preparation can guide him with little effect."

477. LUND, CHESTER B. "New Horizons for Youth." *Minnesota Journal of Education* 16:217-18, March, 1936.

Suggests a new philosophy of education for youth, incorporating the best features of present emergency programs and calling for increased appropriations for schools, work camps for young men and women, and vocational training and guidance.

478. MAY, MARK A. "Education for the Unemployed." *Yale Review* 23:553-67, March, 1934.

Suggestions for a system of camp schools similar to the Civilian Conservation Corps camps, located on farms near forests and giving training in work such as dairying, forestry, masonry, carpentry, plumbing, painting, and the fine and practical arts. The educational goal would be the development of skills, satisfaction, and resourcefulness.

479. RAINES, HOMER P. "Three Major Factors in the American Youth Problem." *Bulletin of the Department of Secondary-School Principals* 21:19-26, November, 1937.

Asks whether we intend to face the implications of our system of universal

secondary education and prepare programs adapted to the needs, interests, and capacities of all youth of secondary school age, based on common elements in the experiences of the whole population. Speaks of the relationship between vocational and general education. Suggests a new type of vocational instruction in which school, community, and employer would participate. Another important consideration in providing for the needs of our youth is the schools' responsibility for their vocational adjustment and employment. Recommends that a cumulative youth census be instituted.

480. SCHOOL AND SOCIETY. "Registration at Schools and Colleges." *School and Society* 46:394-5, September 25, 1937.

Statistics concerning current enrollments in elementary and secondary schools and institutions of higher learning. The reader will find interesting comparisons with figures for previous years, information concerning men and women teachers, requirements for teaching certificates, teachers' salaries, one-room schools, and federal grants for school buildings.

481. SMITH, RUFUS D. "Population and Schools." *Journal of Educational Sociology* 9:449-68, April, 1936. Condensed in *Journal of the American Association of University Women* 30:11-15, October, 1936.

The situation created by the declining birth rate as it is reflected in our schools. Estimates that our population will become stationary about 1950. The enrollment in elementary schools is already decreasing, although high school and college enrollment will probably continue to increase for several years. It is quite likely that adult education will become more and more popular.

482. SOCIAL FRONTIER. "How to Provide for Youth." *Social Frontier* 3:84-5, December, 1936.

A committee of the Department of Secondary School Principals of the National Education Association recommends the formation of a new branch of our state educational systems to supervise and protect those pupils who cannot profit by continuing the regular curriculum. Other countries have met this need by sending their youth to work camps. Our solution to the problem might be more camps for boys and girls similar to the Civilian Conservation Corps camps, jobs created of a socially useful nature, some types of apprenticeship; all supervised by state departments of education. A National Youth Administration poorly administered is better than no program at all, in the writer's opinion.

483. TARBELL, IDA M. "What Big Business Expects of Young Men." *American Magazine* 113:52-3, February, 1932.

A summary of Mr. Owen D. Young's ideas on education, gleaned from an interview and his various utterances on the subject in letters, commencement addresses, and elsewhere.

484. WARREN, CONSTANCE. "Self-Education: An Experiment at Sarah Lawrence College." *Progressive Education* 11:267-70, April, 1934.

An article by the president of this progressive college explaining the opportunities for self-education and initiative in learning at Sarah Lawrence; how the system develops a sense of responsibility, trained minds, and emotional maturity.

485. ZOOK, GEORGE F. "Our Youth Problem." *North Central Association Quarterly* 9:279-84, January, 1935.

A recommendation for the extension and consolidation of secondary education

in order to give two years additional instruction in vocations, including apprenticeship and active cooperation with heads of business firms. He urges young people to enter the field of social and public service, since industry is overcrowded.

2. Education and Democracy

486. COFFMAN, LOTUS D. "The Province of Education." *President Coffman's Biennial Message to the People of Minnesota, 1936*, p. 3-33. Minneapolis: University of Minnesota, 1936. 73 p. Condensed, *Education Digest* 2:30-1, February, 1937.

The paper begins with mention of the unsolved problems of youth and proceeds on the subject of the exploitation of youth by hundreds of agencies which seek some form of profit for themselves. Dr. Coffman expresses his conception of a living university and its obligations to a democracy, including research activities, cultural teachings, and adult education. Declares popular education to be "the one means of social self-control in a democracy."

487. EDUCATIONAL POLICIES COMMISSION. *The Unique Function of Education in American Democracy*. Washington: Educational Policies Commission, 1937. 129 p.

A masterly statement of the historic role of public education in America, and of the nature of education and its obligations in a democratic society. Shows how new interests and ideas demand educational readjustments, because our early educational philosophies were adapted to the spirit of an age which has become obsolete. As social change marches forward, so also must education. The final chapter speaks of conditions requisite for the discharge of educational obligations, stressing the necessity of academic free-

dom and a reasonable degree of administrative and fiscal independence for the schools. Enumerates and explains five important reasons for educational independence. The book was drafted for the Educational Policies Commission by Charles A. Beard, the distinguished historian and political scientist.

488. KANDEL, ISAAC L. "Education In a Changing World." *School and Society* 43:857-64, June 27, 1936.

Considers the problem of the individual's relation to the state foremost in education today. Contrasts totalitarian states with democratic societies, with emphasis on their systems of public education.

489. LEONARD, EUGENIE A. "That the Young Shall Have Visions." *Junior College Journal* 8:66-71, October, 1937.

Equality of opportunity for youth is a cornerstone in our national philosophy and one of the most striking differences between America and other countries. Traces the early history of this nation's system of public education, beginning with colonial regulations governing teaching of children and apprentices the rudiments of learning and religion and trades. Not until 1918 were compulsory school attendance laws enacted in every state. Mentions the influence of the Morrill Act and the work of the National Youth Administration. Speaks of youth's hunger for wise guidance and for vocational satisfaction. Looks to teachers and civic leaders to revise educational offerings to meet actual vocational experiences.

490. MOWER, A. GLENN. "Education and the Youth." *Pennsylvania School Journal* 86:43-4, October, 1937.

Besides aiding young persons to adjust themselves to democratic citizenship,

the schools must assist in vocational adjustment and self-knowledge. "Education must help to produce youth that are critical-minded, broad-minded, and conscious of their obligations to society." Pictures the growing disrespect for American laws, customs, and ideals, and some of the unhealthy attitudes developing out of the period of transition our country is passing through.

491. NORLIN, GEORGE. "Is Radicalism Rampant on the American Campus?" *School and Society* 45:120-2, January 23, 1937.

The president of the University of Colorado makes a plea for freedom to teach the truth about world forms of government in all public schools. Defends our schools against charges of radicalism and conservatism, as illustrated by Hearst's propaganda and James Wechsler's book, *Revolt on the Campus*. "There is infinitely more danger in the increasing tendency towards the political control and regimentation of our schools, higher or lower, than there is in any possible abuse of what we call academic freedom."

492. OCCUPATIONS. "Shall Youth Know the Truth?" *Occupations* 14:687-90, April, 1936.

An argument for free and honest education, which will present both sides of controversial questions to young people so that they may become intelligent citizens. Mentions especially the suppression of teaching the meaning of communism, fascism, and other approaches to problems of government. Quotes Dean Herbert E. Hawkes and Dean William F. Russell of Columbia University in support.

493. RUSSELL, WILLIAM F. "Education and Divergent Philosophies." *Teachers College Record* 39:183-96, December, 1937.

There are two realms in the educational world — theory, instruction, and research on one hand, and administration on the other — where differences of opinion must be considered in different lights. Only in the latter field must there be accord among any group; for instance, in matters concerning the physical plant, and technical extramural services. The author asserts that too much force and too little education have been responsible for the evils and injustices of the world. Only through complete academic freedom can true education exist, and the author concludes with a plea for Teachers College of Columbia University to remain free of the shackles imposed by intolerance and prejudice.

494. SILVER, ABBA HILLEL. "Educating Our Children for the New Day." *Midland Schools* 50:205-7, March, 1936.

Abstract of an address before a teachers' convention on the new emphasis on the social sciences; the necessity for teaching children cooperation instead of individualism, the principles of democracy, internationalism, the menace of national hatreds, the part leisure must take in the future; and the necessity for academic freedom.

495. SWING, RAYMOND G. "Education for Reality." *Child Study* 13:47-8, November, 1935.

Contrasts individualist and totalitarian societies; urges our schools to present all the sides of civic, political, and economic questions and to encourage discussion of current events, including controversial topics.

3. Education and Social Progress

496. COE, G. A. "Labor Unrest at Columbia University — How Should Social Problems Be Taught?" *School and Society* 43:93-5, January 18, 1936.

A plea for reconciling the teaching in our classrooms with principles of justice toward laborers, illustrated by examples of the exploitation of workers in colleges. Asks whether teaching is too narrow a field to include looking after the welfare of those who serve.

497. COFFMAN, LOTUS D. "Education of Unemployed Youth." *School and Society* 38:485-90, October 14, 1933.

Ways of helping unemployed young people to continue their education; suggestions for improving our educational offerings; methods of training for good citizenship. A community program which makes provision for the wholesome use of leisure is recommended as part of the scheme for aiding these needy youth.

498. CONANT, JAMES B. "The Function of the Secondary School and College in Educating for Social and Cultural Leadership." *School and Society* 41:1-7, January 5, 1935.

Expresses a fear that education for citizenship may develop at the expense of educating students of special ability, who must be the intellectual leaders of the future. Urges no decline in emphasis on mathematics and foreign languages or mental discipline. Proposes financing the college and professional training of gifted students discovered in the secondary schools.

499. COPELAND, ROYAL S. "Crime and a Revised National Policy in Education." *Educational Record* 15:275-83, July, 1934.

Discusses the new aims in education and the emphasis on citizenship training

and character education which will determine the happiness and usefulness of our future citizens.

500. FRASIER, PERRY G. "Education and the Youth Problem." *Industrial Education Magazine* 39:86-9, March, 1937.

The director of industrial education of the Burlington, Iowa, schools presents data concerning the young people in the second year of the local junior college. He has traced this class since its members started to school, and tabulates the enrollments in the successive years. Lists types of jobs held by boys and girls aged 10 to 17, according to the census of 1930. A chart illustrates a proposed method to provide education for all types of individuals, including a plan for cooperative, part-time schooling beyond the high school for those boys and girls who are not attending college. Discusses the advantages of such a scheme and its cost to the community.

501. GERSTENZANG, ROBERT B. "Is the School Meeting the Needs of Youth in the Present Crisis?" *High Points* 18:44-8, June, 1936.

Asserts that all of our social institutions have failed youth and that some of our educational policies must be changed. Urges teachers to tell their students the truth about government and industry, and the agencies which arrest social progress. Believes in allowing the pupils more freedom in choosing courses of study.

502. JOHNSON, GEORGE. "Education and Social Security." *Catholic Educational Review* 35:257-63, May, 1937.

"A man who is at home in the realm of noble thoughts and aspirations, whose soul has beheld the unforgettable vision of beauty, who has experienced the thrill of victory over things that are low and cheap and tawdry, and who in the service of truth has borne the fetters of self-

discipline, knows what it is to live a happy life . . . Ability to think straight, to form sound judgments, to detect sophistries, and not to yield to emotionalism, is quite essential to one who aspires to be a leader in the cause of social reform. Knowledge of the facts and some understanding of the causes that underlie them is the only safe basis for the elaboration of the social program."

503. JOHNSTON, J. B. "Education Gear-ed to a Changing World." *School and Society* 38:193-202, August 12, 1933.

Discusses the evils of capitalism, the efforts of special interests to dictate what the schools should teach, and the importance of creating an appreciation in the general public of the need of guidance and the propriety of the schools providing it. "In the largest sense the function of education is to substitute social organization for primitive individualism. The whole people must be organized to secure the welfare of all. The educational system must be independent, free of all partisan control and must enjoy the confidence of all. Too great stress can not be put on public service as the real object of all education."

504. JUDD, CHARLES H. *Education and Social Progress*. New York: Harcourt, Brace, 1934. (\$2.00)

Shows how American schools were established in response to social demands and the way in which they succeed or fail in their efforts to serve society. Predicts some of the developments in education in the future social order. "The conservatives in education are conservatives because they shut their eyes to the changes which have taken place in society. They overlook the fact that the history of the past furnishes the strongest possible

grounds for the conclusion that the educational system of any new period must of necessity be different from the system of the earlier period out of which it grew."

505. KANDEL, ISAAC L. "Education and Social Changes." *Journal of Social Philosophy* 1:23-35, October, 1935.

Sketches the growth of the movement for social reconstruction through the schools; analyzes the relation between education and society; depicts the position of the schools in a changing society in Russia, Italy, and Germany; and sets forth the task of a social philosophy for education. "Education everywhere and at all times derives its own particular character from the character of the society, state or nation which it is created to serve. What the factors and forces are which produce social change is a different question, but certainly what the school can do to produce change directly is very little. It may impart or put pupils in the way of acquiring knowledge; it may develop in them certain habits, attitudes, and ideals; it may even predispose them to be ready for and accept changes but more in material than in the spiritual aspects of life."

506. KELLY, FRED J. "Education of Youth." In Department of Superintendence, *Thirteenth Yearbook: Social Change and Education*, p. 235-53. Washington: National Education Association, 1935.

The influence of three social trends on curricula, teaching methods, extracurricular life of the school, and school-community relationships. They are: delayed entrance into occupations, more co-operative way of living and increased complexity of social relationships, and shorter hours of work.

507. LABORDE, E. D., editor. *Education of To-Day*. New York: Macmillan, 1935. 176 p. (\$3.00)

A series of addresses by educators, scientists, businessmen, social workers, and clergymen at the Young Public School Masters' Conference at Harrow, England, January, 1935. The theme "education in an international world" included these topics: education in citizenship, the world's societies, wider use of physical culture, education for leisure, teaching classics and current events, personality and war, and religion.

508. LLOYD, ALICE C. "Is the New Education Meeting the Needs of Modern Youth?" Proceedings, 13th Annual Educational Conference, University of Kentucky. Bureau of School Service, *Bulletin* 9:82-91, December, 1936.

The Dean of Women at the University of Michigan feels that modern education is not training young people to think clearly, to use initiative and imagination, or to develop a sense of honesty. Regrets that the old discipline of effort has become obsolete and urges improvement in students' attitudes, in quality of teaching, and in value of subject matter. Our system of public education should above all guard the rights of the people to know the truth; teach honesty, courage, self-discipline; and lay the foundation of culture.

509. MOEHLMAN, ARTHUR H. "The Social Studies and the Cultural Lag." *Educational Method* 16:99-104, December, 1936.

Points to the gap between man's control of natural forces and of human forces, between advances in power machinery and the halting progress in housing, medical care, and other human needs. Outlines a social studies program for the

seventh through the twelfth year of school, beginning with purpose and plan of attack, leading to a formula for human activities, and concluding with evaluative methods. A six-year plan for the social studies is offered as a suggested course for shortening the cultural lag.

510. NATIONAL EDUCATION ASSOCIATION, COMMITTEE ON SOCIAL-ECONOMIC GOALS OF AMERICA. *Implications of Social-Economic Goals for Education*. Washington: 1201 Sixteenth St., N. W., 1937. 126 p. (25 cents)

A detailed review of these goals is presented under the following chapter heads: hereditary strength; physical security; participation in an evolving culture (skills and knowledges, values and outlooks); active, flexible personality; suitable occupation; economic security; mental security; freedom, fair play; and implications of the social and economic goals for the education of children and adults. "Education must be universal in its extent and application, its materials and methods, its aims and spirit." The committee's report is the result of careful study by ten sub-committees and embodies the findings of 35 contributors.

511. NATIONAL INDUSTRIAL CONFERENCE BOARD. *Public Education as Affecting the Adjustment of Youth to Life*. New York: 247 Park Ave., 1929. 61 p. (\$1.50)

A consideration of the economic and social conditions that have most influenced our education system, criticisms and accomplishments of public education, and the major issues underlying these criticisms. Suggests a constructive approach toward solving the problems indicated. Includes proposals for needed projects in educational research.

512. PUNKE, HAROLD H. "Educational Implications of a Mobile Population." *Elementary School Journal* 33:514-26, March, 1933.

Indicates by reference to census data the extent to which certain migrations of native-born Americans have been taking place during the past 80 years and points out some of their educational and social implications. "In the case of a large and apparently increasing proportion of the native population, the community which carries the social and economic burden of rearing and educating an individual is not the community in which he lives his mature life and to which he makes his social and economic contribution."

513. RAINES, HOMER P. "An Educational Program for Modern Youth." Association of Urban Universities, *Proceedings* 1937:50-9.

Following a preliminary statement of studies and surveys directed by the American Youth Commission, Dr. Rainey interprets certain of the findings as they bear upon secondary education. Valid purposes in our system of education are: (1) opportunities for the fullest possible development of individual potentialities; (2) preparation for the larger citizenship in a democracy; (3) development of initial vocational competence for those going into employment, and college preparatory work for those planning to attend college. Population and employment trends are analyzed in relation to youth's needs. Recommendations for adjustment of balance between society's progress and youth's welfare include: a cumulative youth census in the states, a national employment service tying together schools and employers, and local guidance centers incorporating the entire resources of community agencies, including schools. "The prime function of universal secondary education is to provide

a common education for the common life of the whole population."

514. RUSSELL, WILLIAM F. *Liberty vs. Equality*. New York: Macmillan, 1936. 173 p. (\$2.00)

Traces conflicts and compromises between the two ideals of liberty and equality, and points out that both ideals can be attained in large measure by means of public education. "We have the right, even the duty, to consider not only the problem of how to train man so that he may live in this new society, but also to inspire him so that he may, if need be, change this new society into one in which it is good to live." Favors the extension of adult education, and marshals convincing arguments in support of federal financial aid for public education. "Let us hope that we choose the democratic road; that we have the faith that the motives of men can be remade, that some of our people may gain wisdom, and that we may discover the educational means whereby the enthusiasms of our people may be so aroused and their interests so stimulated that competing and getting and winning and defeating will seem small indeed."

515. SNEDDEN, DAVID. "Educating for the 'Seven Careers' of Men of To-Day." *School and Society* 43:864-8, June 27, 1936.

Lists fields of endeavor in which our activities are specialized: the vocational, family-rearing, political membership, health-conserving, self-culturing, and pleasure-questing careers. Argues for systematic education to prepare young persons for each of these careers, not for a certain few. Sees "romantic survivals in the philosophies of our educational leaders" as the chief obstacles to the growth and application of programs fostering more socialized living.

516. SNEEDEN, DAVID. "Education for a Changing Social World." *National Education Association, Proceedings* 1932: 641-8.

This article discusses the following topics: (1) need for discriminating thinking about social changes, (2) recognition of the possibilities of our educational facilities, (3) rapid shifting of our educational purposes and objectives, (4) needed shifting of our educational means and methods, and (5) probable shifting of our emphases on school personnel.

517. STETSON, PAUL C. "Preparing Youth for the New America." *Nation's Schools* 13:13-17, March, 1934.

Answers the question, "What specific plans should be adopted for an educational program designed to prepare youth for life in the new America?" Emphasizes the dual role of guidance — training for good citizenship and for constructive use of leisure.

518. WHEELER, RAYMOND H. "Problems of Educational Reconstruction." *Educational Administration and Supervision* 21:497-506, October, 1935.

Presents the objectives of education as seen from the organismic point of view. These include: an understanding of the world and of the relation of self to it; the discovery by the growing mind of evolution in the physical world, the biological world, the social world, and in himself; participation in the natural laws of social evolution; the building of insight into the ethical character of natural law. "We may look upon education as a catalytic agent, an active participant in the process of social evolution, provided that it functions as a medium in which each successive generation can learn to understand society as a growing, maturing, self-regulating organism. This is a function of education yet to be achieved."

B. FEDERAL AID FOR EDUCATION

519. CHAMBERS, M. M. "Federal Aid on the Horizon." *Nation's Schools* 19: 29-30, January, 1937.

Considers baseless the fear that "federal grants to the states must necessarily be accompanied by the extension of federal control in their administration." Decries conditions existing in many of the states, especially in the South and among the Negroes there, due to insufficient revenues for the support of public schools. Explains the stipulations of the Harrison-Fletcher Bill and the proposed method of allotment of federal funds to the various states. Without some such measure as this, certain of the underprivileged states will remain unable to provide even a minimum education for their children.

520. GIVENS, WILLARD E. "Equal Opportunity for Children." *Journal of the National Education Association* 25:169, September, 1936.

Sets forth the provisions of the Harrison and the Fletcher bills for federal aid to education. Sketches the history of government grants for education since the earliest days of our country. Considers the rate of migration necessitates some form of national assistance to the states, in addition to the well-known fact that unequal distribution of wealth militates against fair opportunity to all our children. Since 1930 the proportion of state support of public schools to local support has increased one-third.

521. GIVENS, WILLARD E. "Federal Aid for the Schools." *Journal of the National Education Association* 24:137-8, May, 1935.

Cites examples of the serious consideration given by Congress to the question of the federal government's share in

the support of public education. Mentions the efforts of educational institutions in the campaign for such aid. Discusses the National Education Association's survey of areas where schools were facing suspension of school terms on account of depleted budgets, and of instances of unpaid teachers and tuition fees for high school courses.

522. LUNDEEN, ERNEST. "Federal Aid to Meet the Emergency in Education." *School and Society* 42:177-86, August 10, 1935.

The financial depression overtaxed the resources of most of the states, and in many instances schools were closed, teachers' salaries were not paid, school subjects were dropped from the curriculum, and necessary equipment was not provided. The author considers it just as proper to build schools with federal funds as other public buildings or public roads. Our government should provide a minimum education for all of the children for the sake of democracy, and because of the unequal distribution of wealth among the states, this minimum is not at present everywhere possible.

523. MORT, PAUL R. *Federal Support for Education*. New York: Teachers College, Columbia University, 1936. 334 p.

A comprehensive treatment of the subject. Reviews the history of federal participation in the support of public schools. Explains how to measure the educational needs of the states and their relative ability to pay for education; explains the yield of a modern tax system for various states. Discusses the density of the population of different areas, and its relation to local ability to support schools. Outlines a foundation program for all schools — how to revise and equalize the taxes — what should be the scope of federal support (rural, Negro, adult,

territorial, and other types of education). Many tables are included.

524. NATIONAL EDUCATION ASSOCIATION. "Federal Support for Education." *Research Bulletin* 15:156-83, September, 1937. Condensed in *Education Digest* 6:44-6, December, 1937.

Indicates reasons why federal aid for education is imperative and inevitable, chiefly the inequality of opportunity among and within the states. It is impossible for individual states to tax certain sources of revenue, and even revision of outdated tax systems would not provide sufficient money for many states, especially those in the Southeast. Some interesting comparisons are made between costs of government, money spent by the American people for luxuries, and money spent on public education. The mobility of our population makes equal educational advantages for all a vital concern of every state, rich or poor.

525. OUTLAND, GEORGE E., AND MARTIN, CHARLES K., JR. "Transiency and Federal Aid to Education." *School and Society* 46:126-8, July 24, 1937.

Considers it of increasing importance that each state should be concerned with the educational programs of the other states, especially in view of our mobile population. A table shows the educational rating of the states based on selected criteria, and their rank according to scholastic achievement of 10,000 transient boys registered in Los Angeles between December, 1933, and November, 1934. "It would appear that careful consideration must be given to the factor of mobility when discussing the general problem of federal relations to education."

526. PULLIAM, ROSCOE. "The Influence of the Federal Government in Education." *School and Society* 47:65-74, January 15, 1938.

Asserts that federal aid to education is two years older than our Constitution and reviews its history since 1785. Support may be classified in three groups: general grants in aid, grants in aid for specific purposes, and the new federal projects such as the Civilian Conservation Corps, the Works Progress Administration adult classes and nursery schools, and the National Youth Administration. Discusses objections to the Harrison-Black-Fletcher Bill; also reasons for the government's failure to consult leaders in education when the emergency education-work programs were established. Sees real danger in the administration of the C. C. C. camps. Urges support of proposals for general federal aid to public education. Suggests "a program of action by which educational leaders may meet the problems that the present and proposed educational activities of the Federal Government present."

527. RYAN, W. CARSON, JR. "The Adolescent and His Schooling." *Child Study* 14:198-201, April, 1937.

Asks whether we are going in the right direction in education and states two aims. The first is to give all possible preparation for successful, wholesome living; and the second is to select and thoroughly train the individuals who shall carry on society's work, in particular the scientists, technicians, teachers, and physicians. Advocates federal aid where necessary to afford every one of our youth an opportunity for secondary and higher education. Cites the George-Deen Act as an example of new thinking along vocational education lines.

528. STETSON, PAUL C. "Some Arguments Against Federal Aid." *Nation's Schools* 14:25-6, September, 1934.

Views with disfavor government aid to schools because of the amount of control which might reasonably be expected

to follow any such grants. As an illustration, the author speaks of the Vocational Education Board and the relief agencies. He advocates reforms in the state laws which will make possible the maintenance of adequate school programs, while acknowledging that there are certain states so poor that some form of aid will be necessary. Expresses the fear that federal aid will hinder the progress being made toward state support of public schools.

C. THE SCHOOL-LEAVING AGE

529. CHAMBERS, M. M. "The Best Employment for American Youth." *Nation's Schools* 17:39-40, February, 1936.

Discusses the wide differences in regulatory standards for child labor and compulsory school attendance in various states and sections, and urges extension of the period of full-time school attendance as one means of dealing with the problem of idle out-of-school young persons.

530. DEFFENBAUGH, WALTER S., AND KEESECKER, WARD W. *Compulsory School Attendance Laws and Their Administration*. U. S. Office of Education Bulletin, 1935, No. 4. Washington: Government Printing Office. 96 p. (10 cents)

The prevalence, causes, and effects of non-attendance at school. The statutory requirements in the several states regarding attendance ages, minimum duration, and exemptions. Discussion of provisions for administration, including the school census and the organization for attendance service. State supervision of school attendance in Alabama, Connecticut, Indiana, New York, and Pennsylvania. A digest of the principal provisions of the compulsory education laws in each state is appended.

531. HECK, ARCH O. *A Study of the Ohio Compulsory Education and Child Labor Law.* Ohio State University Studies. Bureau of Educational Research Monographs No. 9. Columbus: Ohio State University, 1931. 210 p.

Criticisms of the Ohio compulsory attendance law and data on some of the problems involved. Chapters include: types of jobs held by youth not in school; extent of the legal employment of youth in industry; attitudes of youth not attending school toward work and school; jobs available in the rural districts for young persons of 16 and 17 years; the attitude of employers; the cost of education in Ohio as related to the compulsory school attendance law; the age and grade at which youth should be allowed to leave school. Recommendations and 101 tables.

532. KINCAID, W. A. "School Census — A Basis for the Enforcement of Compulsory Education." *American School Board Journal* 93:42-3, October, 1936.

Explains the type and scope of a local school census; how to adapt it to particular districts. Among the points covered are the personnel of the staff, methods of obtaining the desired information, how to keep the records up-to-date, and the advantages of a continuing record for all children of school age in any given community. Samples of forms accompany the article.

533. MONTHLY LABOR REVIEW. "Compulsory School-Attendance Provisions Affecting Employment of Minors in the United States, 1936." *Monthly Labor Review* 44:356-8, February, 1937.

Contains two tables showing the maximum age for compulsory full-time attendance and for employment certificate requirements in the various states.

534. PARKER, ROBERT J. "Eighteen Is Young Enough." *Nation's Schools* 18: 23-4, August, 1936.

Advocates compulsory school attendance until the age of eighteen; cites objections and advantages. Discusses the values of public junior colleges in training young people for living today.

535. WOODS, ROY C. "Education, a Cure for Unemployment: Removal of Adolescents from Employment by Raising School Leaving Age to Seventeen." *Literary Digest* 119:32, January 26, 1935.

Recommends establishing a national policy raising the average age for leaving school to 17, or the completion of the tenth grade, in order to provide more jobs, raise the cultural level of the country, and reduce the number of unemployed teachers.

D. VOCATIONAL AND CONTINUATION SCHOOLS

536. ALLMAN, H. D. *A Unique Institution: The Story of the National Farm School.* Philadelphia: Jewish Publication Society of America, 1935. 222 p.

The story of the school's founding, aims, policies, and growth since the days when it was established to serve Jewish immigrants from Eastern Europe by teaching them practical agriculture. Today the students are city-bred, but come to learn farming through actual life on the farm-campus of this philanthropic institution in Bucks County, Pennsylvania.

537. CARTER, JEAN, AND SMITH, HILDA W. *Education and the Worker-Student.* New York: Affiliated Schools for Workers, Inc., 1934. 72 p.

An explanation of the methods and aims of the workers' education movement,

adapted for use by teachers and supervisors of projects for the working classes. The experience of the past thirteen years indicates the growing need for a permanent, publicly-supported system of education for workers.

538. GRADY, WILLIAM E. *Youth in School and Industry*. New York: Board of Education, 1934. 301 p.

This is a report issued in cooperation with the principals of New York City's continuation schools. It describes the health program and the curriculum of these schools, guidance, and trends in industry.

539. GREENBIE, MARJORIE B. "If Not College, What?" *Parents' Magazine* 11: 24, June, 1936.

The story of the way one family met the problem of higher education for the children; how careful selection of a vocational school and well-planned leisure activities may give the same benefits derived from college life. The young son's enterprise and ambition offer a challenge to others who are denied college educations.

540. KELLER, FRANKLIN J. "Earning and Learning in 1937." *Journal of Adult Education* 9:141-5, April, 1937.

The part-time school and how it ministers to the wants of a large group of young people who are often maladjusted scholastically, socially, economically, and physically. Very often, however, these pupils are better fitted to face life problems than the average high school student. Describes the programs of continuation schools, apprentice training, and trade instruction offered to young workers during ordinary working hours. Employers need to be educated in understanding before universal success of this

work is attained, and worthwhile jobs will have to become more plentiful.

541. LINKE, J. A., AND PEARSON, JAMES H. *Agricultural Part-time Schools*. U. S. Office of Education, Bulletin No. 108. Agricultural Series No. 27, 1933. Revised. Washington: Government Printing Office.

Suggestions for training out-of-school rural boys along agricultural lines, methods of teaching, subject-matter, how to organize the schools, and related material.

542. MARSHALL, R. C. "Learning on the Job." *Nation's Schools* 18:12-15, July, 1936.

The story of a successful vocational training project of the Part-Time School of Jacksonville, Florida, made possible by the cooperation of local employers and school authorities. Describes the setting-up of the plan, how the pupils are selected for part-time jobs, hours of work and study, and the preparation of all pupils from elementary school upward for vocational careers.

543. OPPERMANN, W. F. "Intelligence and Employability." *Industrial Arts and Vocational Education* 26:213-14, July, 1937.

Written by a staff member of the Vocational School of La Crosse, Wisconsin. Refers to the fact that boys with low intelligence are often considered unemployable, but that countless illustrations furnish evidence to the contrary. Employability in industry is more a matter of attitudes and character than of intelligence, according to the author. Working on this principle, the school at La Crosse has a very successful record of training and placement. It serves both young people and adults, but the emphasis is on vocational training or retraining of boys and girls who have left high school.

544. PANCOAST, ELINOR. "Summer School for Office Workers." *American Federationist* 43:1052-5, October, 1936.

Description of the third session of the Summer School for Office Workers and the fourth session of the two-weeks Institute for Office Workers, held concurrently in 1936 at Northwestern University.

545. SCHOOL AND SOCIETY. "Training for Unemployed High-School Graduates in New York State." *School and Society* 46:458-9, October, 1937.

The state education department has made possible for a limited number of young persons training periods for junior technical positions in architecture and building, industrial chemistry, auto mechanics, technical electricity, and clock repairing in four state agricultural schools. The courses last two years and no tuition is charged. From 20 to 60 students are accepted, according to the type of course.

546. SCHOOL LIFE. "Forward March in Vocational Education." *School Life* 21:152-3, February, 1936.

Charts showing enrollment from 1918 to 1935 in state institutions for trade and industrial training, home economics, agriculture, rehabilitation, and total enrolled in vocational schools. Brief mention of Smith-Hughes and George-Ellzey Acts.

547. SCHOOL LIFE. *How Vocational Education Has Helped in Time of Need.* *School Life*, Special Supplement, October, 1935. 28 p.

What vocational education did for industrial workers, farmers, housewives, young people, and the physically handicapped during the depression years; how the federal, state, and local governments cooperated. Contains statistics and il-

lustrations. Lists 500 courses offered by state boards of vocational education.

548. SHELTON, CELIA D. "Training Girls for Occupations." *AVA Journal and News Bulletin* 12:110-12, May, 1937.

Tells of the beginning of trade classes in Seattle schools in 1929 in response to demands from young persons and from employers. Describes the program of the Edison Vocational School and its policies. Its success is due to the fidelity with which actual trade standards and requirements are maintained. Some of the courses have been formed as a result of petitions from groups of interested girls. The Home Service class was created as a joint enterprise of housewives wanting competent help and girls who intended to enter domestic service.

549. SNEDDEN, DAVID. "Education and Training for the Job." *Vocational Guidance Magazine* 11:25-8, October, 1932.

Advises a period in trade, technical, business, or other specialized school for all young people about to begin their life work. Recommends evening-school for youth and adults dissatisfied with present jobs.

550. STERN, FRED J. "Youth and Economic Adjustment." *Jewish Social Service Quarterly* 13:363-5, March, 1937.

The rise of a trade school in Bridgeport, Connecticut, through the efforts of the Jewish Welfare Bureau. This brief report presents conclusions with respect to the effect of its establishment upon the youth themselves, their families, and the Jewish community. Opposition to manual labor as a means of earning a livelihood has decreased appreciably. This type of preparation could be furnished to great numbers of boys and girls in industrial communities with support and cooperation from industry, citizens, and schools.

551. SWANSON, H. B. *Youth: Education For Those Out of School.* U. S. Office of Education, Committee on Youth Problems. Bulletin, 1936, No. 18-III. 76 p. Washington: Government Printing Office. (10 cents)

This report deals with examples of educational programs which are of unusual character, adaptable, and because of organization and financing are suitable for all communities to follow. The three sections cover: continuing general education, free-time educational activities, and vocational training for out-of-school youth. An annotated bibliography of 22 items is appended.

552. VALK, HELEN E. "Survey of the Girls at Junior Vocational School, Grand Rapids, Michigan." *Journal of Home Economics* 24:135-7, February, 1932.

Results of a survey of girls in the Junior Vocational School at Grand Rapids, Michigan, a group somewhat below the average in intelligence. Shows why they came to the school and the length of their stay. Suggests possibilities for development of such girls, how to teach them, and the course of study that should be offered.

E. INDUSTRIAL AND COMMERCIAL EDUCATION

553. ARMSTRONG, J. EVAN. "Training and Outlook in Business Vocations." *Junior College Journal* 7:81-5, November, 1936.

Says, "I am inclined to believe that only a small percentage of educators appreciate the importance and proper place of business training in the whole scheme of education." Commercial education in high schools grew out of the success of early private business schools. There are at present too few colleges with schools of business in view of the demands for trained workers, and especially for administrative leadership.

554. ARTHUR, CHARLES M. "Future Craftsmen of America." *School Life* 21: 118, January, 1936.

Final plans for national organization of students enrolled in trade and industrial arts classes in vocational and secondary schools, adopted by the executive committee of the American Vocational Association.

555. ARTHUR, CHARLES M. "George-Deen Act and Its Implications." *School Life* 22:133-4, January, 1937.

How the federal government is aiding the states in establishing vocational education programs in agriculture, industry and trades, and home economics. The new act, effective July 1, 1937, provides grants for training teachers in these fields and also for a system of training for the distributive occupations. Mentions ways in which the states plan to use their appropriations.

556. DOAN, GILBERT E. "Our Sons Specialize." *American Scholar* 6:294-303, Summer, 1937.

Modern engineering education and the requirements of industry today. Employers are demanding more than technical knowledge from college graduates; they want young men with imagination and with ability to think independently. They are complaining that too little attention is paid to the humanities, and consider that the benefits of a liberal education outweigh those of specialization in a limited scientific field. The writer makes recommendations for liberalization of the engineering curriculum.

557. ELEMENTARY SCHOOL JOURNAL. "A Criticism of the George-Deen Vocational Education Act." *Elementary School Journal* 37:488-90, March, 1937.

Outlines the provisions of the act and states two criticisms. The first is based on the failure to consider the differences

in age-distribution of the populations of the various states. The second is directed toward the disproportionate appropriation for training in productive industries as compared with distributive and service occupations; twelve million dollars for the former, and only one million for the latter.

558. FOX, DEYO B. "Training Youth to Meet Its New Needs." *Industrial Arts and Vocational Education* 25:371-4, December, 1936.

Lists nine phases of contemporary problems of young people set forth by the Michigan Council on Education. Sees industrial education a valuable part of the school's offerings, training boys and girls to earn a living and at the same time supplying a foundation of technical, social, and economic knowledge. Favors emphasis on health, sanitation, civic responsibility, and the use of leisure time as preparation for adulthood. Anticipates that educational and economic advances will offer a constant challenge to teachers of industrial education. Looks hopefully toward integration of the services of all social agencies.

559. GRAYSHON, ALFRED B. "Industry and Our Youth." *Industrial Education Magazine* 39:94-6, March, 1937.

Accuses parents of pampering their children, of allowing them to spend their high school years preparing for college without assurance of entering, and of neglecting the vocational education which most of them need if they are to become self-supporting. Quotes the slogan, "Every youth should learn a trade."

560. GRONEMAN, C. H. "Industrial Education in the Junior College." *Industrial Education Magazine* 39:128-35, May, 1937.

"The object of the junior college should be to give the youth both a vision

of the world in which he has found himself and an initial skill whereby he can become a producer." Cites the success of the Los Angeles and the Minnesota plans, which offer semi-professional courses in the junior college. It is not suggested that training be given in specialized skills, but that a general shop course, engineering drawing, and descriptive geometry be among subjects taught. Makes the observation that 80 per cent of the world's activities are of an industrial nature.

561. INDUSTRIAL ARTS AND VOCATIONAL EDUCATION. "Future Craftsmen of America: First Annual Meeting in Detroit, November 6-7." *Industrial Arts and Vocational Education* 25:362, November, 1936.

An announcement of the forthcoming meeting and statement of the purposes of this new organization. The chief aims are as follows: to promote a spirit of craftsmanship and motivate a studious attitude; encourage interest in hobbies and skills; aid in the intelligent choice of an occupation; instruct in industrial organization, trade ethics, interdependence of workers, safety; promote thrift in using the products of industry and education; aid in transition from school to work; and foster fellowship among those interested in industrial education. This group is organized along lines similar to the Future Farmers of America. There is limited adult sponsorship and a system of awards for achievement.

562. JOHNSON, WILLIAM H. "A New Day for the Arts and Crafts in Chicago." *American School Board Journal* 94:21-3, 76, June, 1937.

A consideration of the art and craft program in the elementary schools, general high schools, and the trade and industrial schools of Chicago. Discusses

objectives and techniques, handwork centers, industrial arts laboratories, home arts laboratories, vocational education, shop and drawing; and also the plans for expanding the city's facilities for industrial education. As an example of industrial arts taught, the following subjects are offered in the laboratory course: electricity, graphic arts, housing, planning, transportation, metal, textiles, and ceramics.

563. McCARTHY, JOHN A. "What the Schools Are Doing for the In-School Person." *Educational Programs for Today and Tomorrow*, p. 310-17. Twenty-third Annual Schoolmen's Week Proceedings. Philadelphia: University of Pennsylvania, School of Education, June, 1936.

Outlines youth's wants and needs and opportunities. States that schools do not provide adequate vocational guidance or information regarding local employment possibilities and are usually unable to give training in the various trades which offer promise of employment. Recommends that more attention be directed to placement and follow-up of graduates. Referring to industrial education, the writer hopes the curricula will be adapted better to serve the "dull normal" individual and also to train those with ability to become technical supervisors in industry. At present trade schools are educating for the skilled trades with reasonable success, limited to some extent by lack of finances.

564. ROWLAND, F. L. "Training for Economic Success: Trends in Commercial Education from the Employer's Viewpoint." *Vital Speeches* 2:495-9, May 4, 1936.

Interprets economic trends and makes recommendations for schools to follow in training young people for business; urges a closer relationship between schools and employers for their mutual

benefit. Discusses the problems of untrained youth seeking employment. Considers the "broad development of mental equipment" the most important function of education for business.

F. EMERGENCY EDUCATION

565. AMIDON, BEULAH. "Emergency Education." *Survey Graphic* 23:415-19, 443-4, September, 1934.

The achievements of the Federal Emergency Relief Administration. Describes various projects in vocational education and retraining for adults, also the work which has been done for very young children in the nursery schools. The programs are administered by the local relief heads and the public schools, aided by interested citizens and specialists. Illustrates what is being done for the country at large by the example of New York State: the types of persons being helped, subjects being taught, and the nursery-school program. Also mentions the college-aid plan of the FERA. There is a serious lack of suitable texts for the adult classes, and difficulty in obtaining qualified teachers.

566. BURDELL, EDWIN S. "Adventure in Education for the Unemployed." Association of Governing Board of State Universities and Allied Institutions, *Proceedings* 1933:76-81.

An account of an experiment during the spring and summer of 1933 at Ohio State University, which provided instruction in vocational and cultural subjects to unemployed persons. Also described the recent emergency education projects sponsored by the government.

567. FREUDER, IRENE. "Adult Education." *Nation* 140:389, April 3, 1935.

A German instructor writes about some of the difficulties encountered by emergency education teachers and protests against the injustice of the attendance

rules which prohibit a class being continued if its average attendance falls below ten.

568. GREENLEAF, WALTER J. "Emergency Junior Colleges." *Junior College Journal* 5:429-31, May, 1935.

The organization, administration, and curricular features of emergency junior colleges in Connecticut, Ohio, Michigan, and New Jersey.

569. LASH, F. M. "Emergency Adult Education in Seattle, Washington." *School and Society* 41:839-41, June 22, 1935.

Data on ages of persons registered, nationality, number, sex, previous education, type of work training, previous employment, and courses being pursued. Reasons for the spread of adult learning are to be found in: (1) the changing social, economic, and political world, (2) the increase in leisure, and (3) the inadequacy of knowledge gained in childhood for an entire lifetime of growth.

570. LIDE, EDWIN S. "The Social Composition of the CWES Junior College in Chicago." *School Review* 43:28-33, January, 1935.

Tells of the emergency college opened in January, 1934, in connection with the Civil Works program. Tables show the distribution of students according to age, language spoken in home, native land of foreign fathers, and occupation of fathers. There are also comparisons with other studies of junior colleges. It is concluded that this type of college is serving a definite need, on the basis of the data gathered.

571. MOYER, JAMES A. "Report of National Commission on Enrichment of Adult Life." National Education Association, *Proceedings* 1934:219-26.

A discussion of the program of adult education carried on under the Federal Emergency Relief Administration.

572. NASH, PHILIP C. "Combination of Community Adult Education With FERA Emergency School Program, Toledo, Ohio." *School and Society* 41:773-6, June 8, 1935.

Reviews the establishment of the opportunity school for adults at the University of Toledo, the correlation of local activities under an Adult Education Council, the initiation of the FERA program of emergency schools, and the establishment of the FERA Junior College. Voices the belief that "if money could have been handled directly through the educational authorities themselves, with final discretion left to the superintendent of schools, the relief program could have been just as great and educational results to the city far superior."

573. OUTLAND, GEORGE E. "The Social Composition of New Haven Community College." *School Review* 44:667-72, November, 1936.

An insight into the types of students taking advantage of the educational facilities of this emergency junior college. Statistics on age, birthplaces of students and their parents, number of children in the family, and fathers' occupations of 200 students enrolled in New Haven Community College, which was opened in 1935. Remarks that the newness of this experiment prevents drawing of conclusions, but that there is a great opportunity for research in the field.

574. PATTON, R. D. "Free-time School in Springfield." *School and Society* 37: 15-16, January 7, 1933.

Details concerning the history, program, students, teaching staff, and special features of the Y. W. C. A. Free Time School in Springfield, Ohio.

575. PRESSEY, S. L. "Outstanding Problems of 'Emergency Junior College' Students." *School and Society* 43:743-7, May 30, 1936.

A study of problems among students in Ohio, based on replies from 465 individuals in emergency junior colleges. The students were questioned regarding educational interests and plans, occupational interests and history, social life, present plans and problems. Three major needs were indicated: guidance on education, vocation, and leisure; more social and recreational advantages; and orientation to home communities, especially the possibilities for self-development and service.

576. ROTHNEY, J. W. M. "A Connecticut Experimental Junior College." *Junior College Journal* 6:186-92, January, 1936.

A survey of unemployed youth in Meriden, Connecticut, resulted in the establishment of a junior college there. This article describes the type of students, selection of staff, transfer of credit, student interest, facilities, curriculum, limitations of the project, and summarizes the gains made.

577. SCHOOL AND SOCIETY. "Emergency Collegiate Centers in New York State." *School and Society* 44:472-3, October 10, 1936.

Summarizes the contents of a *Bulletin to the Schools*, issued by the University of the State of New York, which describes the progress made by emergency colleges since their establishment in 1933. States reasons for their founding, discusses control and financing, courses offered, and evaluates their work. During 1935-36 there were 3,200 students and 245 teachers in 21 centers.

578. SURVEY. "Emergency Education." *Survey* 70:324, October, 1934.

Brief summary of the nature of the emergency education program put in operation in the fall of 1934, the selection of teachers, and the methods of supervision. "The program is expected to reach two million people whose educational needs are not otherwise covered by state public-school systems."

G. SECONDARY EDUCATION

579. AIKIN, WILFORD M. "Serving the Needs of Youth." *Occupations* 14:112-14, November, 1935.

Describes the 15-year experiment in individualized education sponsored by the Progressive Education Association, in which 30 selected secondary schools are participating. There is brief mention of curriculum changes taking place in these schools and the new emphases emerging in college preparatory courses. Graduates of the schools listed are freed from traditional college entrance requirements.

580. ALSTETTER, M. L. "The Philosophy of Education of Two Hundred Secondary Schools." *Educational Administration and Supervision* 23:409-25, September, 1937.

A report on one phase of the Cooperative Study of Secondary School Standards. Summarizes the opinions obtained by submitting 22 statements bearing upon philosophy of education to the 200 selected secondary schools. Topics included ranged from social-civic versus economic-vocational aims to suitable sources of financial support for schools. Practically all schools were opposed to indoctrination, and to attempting to make pupils more alike in their attitudes and opinions. All thought that elementary education should be free, and that all pupils should complete eight grades. Eighty per cent believed that all normal children should

complete twelve grades, and a very heavy majority thought that the costs of secondary education should be shared by the local community and the state and federal governments.

581. ANDRUS, E. P. "What the Girl of Today Asks of the School." *Journal of the American Association of University Women* 25:146-8, April, 1932.

Results of a questionnaire sent to 3,000 high school girls enrolled in evening, part-time, trade, and rural schools, showed a spirit of industry, a feeling of achievement, and a desire for freedom of choice of occupation. They sought guidance in social matters and in questions of marriage and family life. Answers from 213 mothers indicated their concern over problems arising from the freedom of young people today.

582. Clement, J. A. "A Study of Post-graduate Students Enrolled in Accredited Public High Schools of Illinois Outside Chicago." *North Central Association Quarterly* 9:451-6, April, 1935.

Presents the findings of a study of postgraduate students in 118 Illinois high schools, including tables on enrollment, subjects studied, and aims of the students.

583. COUNTS, GEORGE S. *Secondary Education and Industrialism*. Cambridge: Harvard University Press, 1929. 70 p.

The Inglis Lecture for 1929 treats the problem of education in the new industrial civilization and our slow response to the demands of this new order for training in worthy home membership, vocational efficiency, good use of leisure, ethical character, and for participation in our democratic society.

584. COXE, WARREN W., AND COWEN, PHILIP A. *Educational Needs of Pupils in Small High Schools*. Albany: Univer-

sity of the State of New York, 1931. 63 p.

A study of 47 typical high schools with an enrollment of about 100. Information was gathered on the vocational and educational ambitions of the pupils and the occupations of members of the family and friends; the age at leaving high school, first job after leaving, present job, amount and kind of training after leaving; the community which the high school served — local occupations, civic, social and fraternal organizations, and percentage of foreign born.

585. COXE, WARREN W., AND SOPER, WAYNE W. "Why Do Pupils Attend High Schools?" *New York State Education* 18:371-2, December, 1930.

First of a series of articles on the results of questionnaires investigating desirable changes in secondary schools. Indicates that high school students are somewhat vague about the benefits derived from school attendance.

586. COXE, WARREN W., AND SOPER, WAYNE W. "Why Do Pupils Leave High School?" *New York State Education* 18: 499-502, January, 1931.

Tabulated replies of pupils and former pupils to a questionnaire on reasons why students drop out of high school before graduation, and conclusions regarding revision of school programs in order to serve all young people of high school age.

587. DOUGLASS, HARL R. *Secondary Education for Youth in Modern America*. Washington: American Council on Education, 1937. 137 p. (\$1.00)

A simple, concise statement of the major influences and conditions which must give direction to a readjustment of secondary education, and an outline of attractive, concrete possibilities for experi-

mentation, study, and demonstration. Analyzes the problems and needs of youth, and weighs the impact of current social trends upon their environment, pointing out the implications for the future secondary school. This volume is a report prepared for the American Youth Commission of the American Council on Education.

588. ELLS, WALTER CROSBY. "Bases for a New Method of Accrediting Secondary Schools." *Educational Record* 20 (Supplement No. 11):114-42, January, 1938.

A report of one phase of the Cooperative Study of Secondary School Standards, read at the Sixth Educational Conference under the auspices of the American Council on Education, the Progressive Education Association, and other organizations, in New York City in October, 1937. Describes faults in present methods of accreditation, offers guiding principles for improvement, and explains concrete procedures developed by the Cooperative Study. The primary objective has been to "develop a measuring instrument which will be more valid, more flexible, and more stimulating to further growth than any now in use."

589. FLEMING, SAMUEL E. "How Much Flexibility in Secondary Education Is Needed in the Face of Youth Problems of Today?" *National Education Association, Proceedings* 1935:453.

Mentions the partial measures which high schools have taken to provide satisfactory education for every normal boy and girl, and the recognized need for further progress.

590. FOSTER, EMERY M. "School Survival Rates." *School Life* 22:13-14, 21, September, 1936.

The Chief of the Statistical Division of the U. S. Office of Education has com-

piled data on recent trends in enrollment for the four high school years. They show the survival from eighth grade to first year high school, from first to second year high school, second to third year, third to fourth year, fourth year through graduation, graduation to college entrance. Also statistics on numbers of fifth-grade pupils who finally graduated from high school in 1918, 1932, 1933, and 1934. All the figures reflect the tremendous increase in secondary school enrollment during recent years.

591. GAUMNITZ, WALTER H. *High-School Instruction by Mail*. U. S. Office of Education. Bulletin No. 13, 1933. Washington: Government Printing Office. 69 p.

Discusses the use of correspondence courses in high schools; gives information on where they may be obtained and examples of schools which have found them successful, and explains some administrative problems. Includes annotated references.

592. GOSLING, THOMAS W. "A Democratic Way of Life for Pupils in the High School." *School and Society* 46:339-42, September 11, 1937.

Contrasts the old authoritarian rule in secondary school administration with modern methods. States several reasons for the change in attitude, and warns young people against being too much influenced by adults who seek to guide their thinking in "youth movements for freedom." Democracy, which assures to every individual respect for his own personality, must find full expression in our schools. Our youth are entitled to a larger share of social responsibility than their elders have acknowledged in the past, as evidenced by their accomplishments in their own organizations: student groups, scouting, 4-H, and Junior Red Cross.

593. HALL, C. W. "A Study of a Group of Early-Leaving High School Pupils." *Educational Research Bulletin* 8: 6-9, January 9, 1929.

Narrates an attempt to organize special short courses built upon the abilities, interests, and ambitions of 259 boys and girls whose needs had not been met by courses previously offered by the Collinwood High School in Cleveland. Considers the information gathered by the vocational counselor from pupils in the eighth and tenth grades who were relatively certain to withdraw before graduation. "Children must be grouped together not only according to their mental age but also according to their ambition and purposes. The class that the teacher faces from day to day should have its own common interests and purposes, a mutual problem."

594. HAUCK, PHYLLIS. "A Course in Home and Community Problems." *Journal of Home Economics* 28:457-9, September, 1936.

An interesting description of a course offered in the Norwood, Ohio, High School for eighth-grade pupils. It has been developed from study of problems of social and economic adjustment, and instructs the pupils in mental health, family finance, personal appearance, physical health, family relationships, producer-consumer relations, and citizenship.

595. HIERONIMUS, N. C., AND CRABB, MILDRED M. "High-School Graduates and Depression." *Junior-Senior High School Clearing House* 9:155-6, November, 1934.

Portrays the difficulty encountered by high school graduates in securing jobs during the depression and tells of the efforts of the David Worth Dennis Junior High School to offer experience and practice to unemployed former pupils under

conditions as nearly as possible like those of actual employment.

596. HOUNCHELL, PAUL. "The Modern High School as a People's College. Part One: Our High School Children." *Virginia Teacher* 18:1-5, January, 1937.

Some needed changes in secondary schools. Special needs of adolescents during the years of growth and change, and suggestions for adapting education to the demands of their natures.

597. HOUNCHELL, PAUL. "The Modern High School as a People's College. Part Two: What Should Our Children Learn at High School?" *Virginia Teacher* 18:22-7, February, 1937.

Interprets current aims and progress in mass education, on the secondary level in particular. Discusses children's needs and parents' desires, and the welfare of society in a machine age. The new emphasis on social ideals recently incorporated into school aims, and the passing of traditional forms of education. Virginia's aims as presented in the state's new course of study.

598. HUGHES, J. M. "Specialism in Secondary Education." *School Review* 45: 274-82, April, 1937.

Points to the addition of specialists to the administrative and supervisory staffs of high schools, and questions such features as the lack of impressive qualifications on the part of many, the tendency toward overlapping and competition among their duties, and their proneness to demand extra service of the teachers rather than to assume their true role as workers in fields supplementary to the main function of the school. Offers closer integration of the staff organization as the solution.

599. JONES, GALEN. "Is the Secondary School Obligated to Adjust Its Program

so as to Meet the Needs of All the Youth of Secondary School Age?" National Education Association, Department of Superintendence, *Official Report* 1933: 233-4.

Statistics on the increase in enrollment in secondary schools and the decrease in the number of employed workers from ten to eighteen years of age. "I am convinced, therefore, that the very nature of our economic and social order under industrialism makes the education of all youth through the senior high school age levels necessary to the continuance and improvement of the conditions under which we live. If this is not done, there will be such idleness among the boys and girls of senior high school age as to imperil our society."

600. JORDAN, A. M. "Sex Differences in Mental Traits." *High School Journal* 20:254-61, November, 1937.

Material gathered from state examinations of North Carolina high school seniors in 1935. The pupils were white, mostly of native stock from rural and village communities, and numbered 8,000 boys and 11,000 girls. Some conclusions follow. Boys ranked slightly above girls on total scores and in mathematics, science, and history. Girls were superior in English usage, but there was little difference in reading and knowledge of literature. Speech defects and color-blindness occurred three times more frequently among boys than among girls. There is no evidence of any sex difference in intellectual ability, but difference in interests is manifest.

601. JORDAN, FLOYD. *Social Composition of the Secondary Schools of the Southern States*. Contribution to Education No. 108, George Peabody College for Teachers. Nashville: Peabody College Book Store, 1933. 101 p.

A study to determine the social, educational, and economic status of the secondary school population of the southern states, based on data collected in the most typical city of each of eleven states. Facts secured include age, grade, sex, curriculum, private lessons taken, work done after school for pay, work done during vacations, reasons given for leaving school before completion of course, vocational expectations of those who go to college, the status of their parents, the language spoken in the home, occupations of parents, social factors in the home. The results of this study are compared with other related surveys.

602. KEFAUVER, GRAYSON N.; NOLL, V. H.; AND DRAKE, C. E. *Secondary School Population*. U. S. Office of Education Bulletin, 1932, No. 17. National Survey of Secondary Education Monograph No. 4. Washington: Government Printing Office, 1933. 58 p.

Material on changes in the secondary school population and data on the characteristics of secondary school pupils gathered by visiting 34 schools in 13 cities in different parts of the country, reaching about 17,000 students. Items discussed include intelligence of pupils, success in school work, occupations of fathers, countries of birth of pupils and of fathers, education of fathers, occupational status of mothers, grade location of pupils at time they left the regular full-time school, ages of pupils.

603. LYONS, GEORGE B. "Postgraduate Students in the Public High Schools of Wisconsin." *Wisconsin Journal of Education* 67:117-19, November, 1934.

Evaluates the educational provisions made for postgraduates in the public high schools of Wisconsin. Shows recent tendencies in postgraduate enrollment, the attitude of high school officials toward

it, and the relationship of the size of the schools to the number of school curricula in which dominant postgraduate enrollment exists.

604. MELBO, I. R. "Information of High School Seniors on Contemporary Problems." *Social Studies* 27:82-6, February, 1936.

The results of a survey of California high schools in 1934 indicated that seniors are ill-equipped to contribute toward solving modern problems. They are not socially intelligent and will not be until the present social studies curriculum is revised.

605. MOORE, HARRY H. "Social Interests Among Older High School Students." *Social Studies* 27:28-36, January, 1936.

The emphasis formerly placed by schools on individualism and attainment of wealth must be shifted to cooperation and social progress, if the ideals of young persons today are to be kept alive and be put into action. There is danger of apathy replacing youthful enthusiasms if boys and girls are not taught all they want to know about social, economic, and political conditions.

606. MOORE, MARGARET W. *A Study of Young High School Graduates*. Contributions to Education No. 583. New York: Teachers College, Columbia University, 1933. 79 p.

An investigation into the histories and college records of 308 pupils who graduated from high school in Pennsylvania before the age of 16, included in the Pennsylvania Study of the Carnegie Foundation for the Advancement of Teaching, begun in 1928. The total group of high school seniors numbered 27,000. Tables and other statistical data portray the backgrounds, educational plans, vocational choices, and results of objective

tests administered in 1930 and 1932 to Pennsylvania college students. The gifted students in the younger group and in the statewide group are compared. There were more foreign-born parents among the group of 308 younger graduates, more fathers on high occupational levels, and better-educated parents than among the 1928 high school graduates in general. The size of the high school seemed to have no particular bearing upon the age at graduation. More of the younger group attended college. It was concluded that it is desirable to encourage young gifted students to enter college early, since they maintain their high rank throughout college. (See also No. 677)

607. ROEMER, JOSEPH; ALLEN, C. F.; AND YARNELL, D. A. *Basic Student Activities, Organization and Administration of Home Rooms, Clubs, and Assemblies*. New York: Silver, Burdett, 1935. 367 p. (\$2.20)

The importance of home rooms, clubs, and assemblies in the extracurricular program. Contains information for those in charge of such activities which will aid in effective leadership.

608. ROSANDER, A. C. "How Many High School Pupils in 1940?" *Nation's Schools* 18:31-3, July, 1936.

Shows results of predicting the increase in secondary school enrollment by five different mathematical methods, any one of which indicates considerable growth by 1940. Calls attention to the necessity of planning for expansion of high school facilities and staff.

609. SECONDARY EDUCATION. "Contributions of High School Subjects to the Solution of Youth Problems." *Secondary Education* 4:205-22, September, 1935.

Abstracts of papers read at a meeting of the National Education Associa-

tion Department of Secondary School Principals on: ancient languages, English, mathematics, modern languages, science, social studies, art, music, home economics, health and physical education, and vocational education. They emphasize education for living and seek to justify the present curriculum.

610. SMITH, GEORGE B. "Combinations of Extra-Curricular Activities Engaged in by Students in High School and the University." *School and Society* 44:716-20, November 28, 1936.

An investigation into the numbers of students participating in one activity who also engage in other activities, classified as follows: athletics, dramatics, music clubs, religious organizations, publications, semi-curricular activities, student government, and social clubs. Data were secured for 512 students from six Minneapolis high schools from 1922 to 1925, and for the same students in the University of Minnesota from 1925 to 1929. A comprehensive table summarizes the findings.

611. SOPER, WAYNE W., AND HOLLISTER, FREDERICK J. *The Postgraduate Problem in New York State High Schools*. Bulletin 1029, University of the State of New York. Albany: University of the State of New York Press, 1934. 41 p.

Analyzes the trend toward greatly increased enrollments in postgraduate departments of high schools since 1929. The organization of courses, school policies, fees, and effect upon the schools of this added teaching burden. Tables show courses taken by pupils, reasons for attending, length of attendance, and future vocational and educational plans.

612. TAUSSIG, CHARLES W. "The Demands of the Present Crisis Upon the High School." *School and Society* 45: 76-81, January 16, 1937.

Circumstances leading to the breakdown of European democracies; the emotional and intellectual reverberations in America and their influence on education. States five principal demands upon education today: the restatement of our democratic ideal; setting up positive standards for public officers; indicating negative exclusions for the public officers; teaching the nature of propaganda; and teaching the new moral responsibility of an individual to his community, which makes essential a measure of spiritual training in our schools.

613. THAYER, V. T. "A Basis for a New Secondary Curriculum." *Progressive Education* 12:478-83, November, 1935.

Briefly recounts the work of the Commission on the Secondary Curriculum of the Progressive Education Association. "The Commission is seeking to bring together experts from widely different fields and to utilize their contributions in the solution of educational problems . . . It is attempting to develop the major outlines of a procedure in curriculum construction and to illustrate the implications of this procedure in a number of areas of secondary education . . . It seeks disinterestedly to appraise the effect upon youth of the impingements of society upon him and to enable him to evolve for himself significant and meaningful ways of living within the framework of a healthy and well-balanced life."

614. THOM, DOUGLAS A., AND OTHERS. *A Study of One Hundred and Twenty Well-Adjusted High School Students*. Bulletin of Massachusetts Department of Mental Diseases, Vol. XX, October, 1936. Boston: the Department. 106 p.

A study based on teachers' ratings and school records of 60 boys and 60 girls in the three upper classes of two high schools (suburban and city), made

for the purpose of determining factors conditioning their adjustment and adjustability. This well-adjusted group of pupils tended to be of higher intelligence than the high school group in general, but there were wide individual variations. There is a section devoted to the backgrounds of the parents. Relationships between the 120 children and their families are discussed; also their avocational and recreational interests, their financial situation, and their scholastic achievement. "It has been shown that in general there is a strong correlation between certain social, economic, educational, and cultural aspects of an individual's family background, home life, personal relationships, and the stability of his personality make-up which has been in the process of developing during the pre-adolescent years and which finds a real test in the problems presented by adolescent and adult life."

615. WHITE, ROBERT, JR. "Extra-curriculum in the Public High Schools of Chicago." *School Review* 45:112-22, February, 1937.

Based on an intensive study of the extra-curricular programs of three high schools selected from 23 surveyed in 1936, those chosen being most representative of three types of schools: those having as principals former junior high school principals, technical high schools, and "all others". The article summarizes the control, finances, formation, pupil participation, and types of activities; also discusses the extent to which the principles of Koos have been followed. The best activity programs were found in schools led by former junior high school principals.

H. THE JUNIOR COLLEGE

616. ALLEN, JOHN S., AND ALLEN, GRACE C. "The Need for Public Junior

Colleges in New York State." *School Review* 45:38-52, January, 1937.

In 1934 college registrars were queried regarding New York's facilities for higher education. In addition, 4,282 high school seniors replied to a questionnaire concerning their plans for further education. Tables show the percentages of those planning to enter college; how long they intend to remain; if not going to college, why not; vocations chosen; how many have jobs promised them upon graduation from high school. Other tables show how many would attend a public junior college in their own city, how long they would remain, reasons for attending, and types of courses preferred. Estimates probable enrollments in junior colleges in the cities surveyed for this report, and concludes that there is a genuine demand for more public junior colleges in the state.

617. ANDERSON, H. DEWEY. "Whose Children Attend Junior College?" *Junior College Journal* 4:165-72, January, 1934.

In 1929 the author tabulated over 8,000 information cards for California junior college students in an attempt to establish their social status. It appeared that the enrollment was largely derived from the higher income brackets. Tables show the occupations of fathers for the California group and also for students in other colleges studied from the angle of economic-social status.

618. DAVIS, JESSE B. "A Challenge to the Public Junior College." *Junior College Journal* 7:225-6, February, 1937.

"The junior college has failed to grasp the opportunity to meet the needs of American youth," which are chiefly vocational. Considers that too much emphasis has been placed upon the college preparatory function. The needs of the masses of people are being better satisfied

by such experiments as Civilian Conservation Corps education and the growing adult education movement.

619. EBY, FREDERICK. "The Philosophy of the Junior College." *Junior College Journal* 7:414-24, May, 1937.

Factors making difficult the realization of new aims of higher education, with particular reference to the junior college. Discusses the young person's needs at this stage of his development. Youth is more and more being denied entrance to employment before the age of about eighteen, which is forcing a problem upon educators. New social and civic demands are being made upon citizens, and increasing attention must be paid to vocational preparation of our youth. Schools must produce young persons capable of contributing to a better way of life, not only in their home communities but in the world community as well.

620. EELLS, WALTER CROSBY. "Do Junior College Students Know Where They Are Going?" *Educational Record* 17:571-6, October, 1936.

In the fall of 1929 an inquiry was directed to about 7,000 students in California junior colleges regarding the higher educational institutions they planned to enter. The 7,000 students were part of 10,000 asked whether they intended to continue their education. In 1935 data were obtained from the institutions named concerning the number of junior college students who actually enrolled. Approximately one-fourth of the total group had entered the college of their choice, and only half of them had graduated. It is concluded that the junior college is more of a terminal institution than is commonly supposed, and there is need of revising curricula with this end in view. Also, there is much waste in compelling students to study prescribed subjects for fu-

ture transfer when so many of them never reach college. Quality of work should be rated above a rigid pattern of subjects, in Dr. Eells' opinion.

621. EELLS, WALTER CROSBY. *The Junior College*. Boston: Houghton Mifflin, 1931. 833 p.

A comprehensive treatment of the entire junior college field, based in large part on the literature available on this subject, and intended for the use of students of education and administrators, junior college instructors, and research workers. There are three main divisions in the book: the development of the junior college, its organization and administration; its place and future in our system of public education. Questions for discussion and extensive reading lists follow each chapter. The references have been selected by the author as the most significant writings in the field, out of a mass of material listed in a bibliography of 1,600 items prepared by Dr. Eells in 1930.

622. EELLS, WALTER CROSBY. "The Junior College and the Youth Problem." *Kadelpian Review* 15:9-13, November, 1935.

The growth of the junior college during the past few years; the continuing need for this type of education. The benefits realized by ever-increasing numbers of young people, and the possibilities of further expansion of the movement.

623. HOLLINSHEAD, BYRON S. "The Community College Program." *Educational Programs for Today and Tomorrow*, p. 275-80. Twenty-third Annual Schoolmen's Week Proceedings. Philadelphia: University of Pennsylvania, School of Education, June, 1936.

The program of Scranton-Keystone Junior College of La Plume, Pennsylva-

nia, and its connection with the local community, facilitated by committees representing educators, ministers and social workers, businessmen, lawyers, engineers, and doctors, dentists, and health workers. States the aims of the junior college as a service organization and describes the progress being made in integrating the work of this college with the life of the community; for example, a lecture bureau for adults, an organization of local high school teachers, and contact with parents of the students by means of receptions, classroom visitation, and faculty advisers.

624. HUTCHINS, ROBERT M. "The Junior College." *Educational Record* 19: 5-11, January, 1938.

Address before the Association of American Universities at Providence, Rhode Island, in November, 1937. Sees the junior college as a great instrument for the advancement of general education. It ought not to remain a two-year institution, but should include at least a year or two of what is now commonly the senior high school. Advocates the conferring of the bachelor's degree at completion of the junior college course. "The junior college is here to stay. It gained great impetus during the depression. But if and when the depression ends the junior college will continue to flourish because of the advance of technology, the attitude of capital and labor, and the aspirations of our people."

625. JOHNSON, WILLIAM H. "Public Junior Colleges of Chicago." *Junior College Journal* 8:231-4, February, 1938.

Explains the organization and administration of Chicago's three junior colleges, established in 1934 by the board of education. No tuition is charged resident students and all graduates of Chicago high schools are eligible for admission.

Survey courses in English, the humanities, biological sciences, physical sciences, and social sciences are the foundation for departmental courses, and either prepare students for advanced college work or serve as terminal courses of study. Mentions the extra-curricular and counseling programs. The enrollment for 1936-37 was 5,105, and since the junior colleges opened there have been 1,711 graduates.

626. LIDE, EDWIN S. "The Social Composition of Chicago's New Junior-College Population." *School Review* 44:673-80, November, 1936.

The beginning of the system of public junior colleges in Chicago in 1934, and the nature of the curriculum. Data concerning age, nationality of students and parents, language spoken in the home, fathers' occupations, and students' vocational choices. One table compares the occupational distribution of fathers of this group with similar information from studies made by H. Dewey Anderson, ("Whose Children Attend Junior College?", *Junior College Journal*, January, 1934); Leonard V. Koos, (*The Junior College Movement*, Ginn and Company, 1925); O. Edgar Reynolds, (*The Social and Economic Status of College Students*, Teachers College Contributions to Education, No. 272, 1927); and the author, ("The Social Composition of the CWES Junior College in Chicago", *School Review*, January, 1935).

627. MILLER, J. HILLIS. "More State Scholarships or Junior Colleges—Which?" *School Review* 45:331-2, May, 1937.

A reply to "The Need for Public Junior Colleges in New York State", by John S. Allen and Grace C. Allen, which appeared in the January *School Review*. By querying state high school principals, Dr. Miller has discovered that out of 2,500 students ranking in first to fifth

place in their graduating classes of June, 1936, only 47.6 per cent were attending institutions of college grade the following year. He favors increasing the number and value of state scholarships, rather than setting up new junior colleges, in order to enable superior students to secure college training.

628. NOFFSINGER, H. G. "One-third of a Century of Progress." *Junior College Journal* 5:395-404, May, 1935.

Traces the beginnings of the independent junior college and defines its scope and purposes. Discusses the growth in numbers and prestige and gives credit to certain universities and associations for aiding the spread of the movement. States the functions of the public and the private junior college and reduces to four the various reasons for their existence: the preparatory, the popularizing, the terminal, and the guidance functions. "Gradually, however, the influence of socialized curricula that are being worked out by our universities and braver private junior colleges is having its leavening effect on all our institutions. It is along this line that our greatest advance is to be made in the immediate future and thus the junior college will make its permanent contribution to society."

I. HIGHER EDUCATION

1. Trends and Policies in Higher Education

629. BERTOCCI, PETER A. "We Send Them to College to be Confused." *Journal of Higher Education* 8:343-50, October, 1937.

Asks whether the normal adolescent finds in college a feeling of security, a sense of direction, a belief in the importance and significance of his world. Does he leave the liberal arts college armed not only with tools for accomplishment but with the knowledge of what is worth

accomplishing? Expresses regret that our colleges relegate to minor importance the study of philosophy, ethics, and religion. "The college of liberal arts plays a large part in the preparation of students for those professions which will make or break the community and the nation . . ."

630. BIXLER, ROY W. "Social Forces Affecting College Entrance." *American Association of Collegiate Registrars, Bulletin* 11:327-34, July, 1936.

Briefly these forces are: population trends, technological progress, advances in transportation and communication, changing attitude toward denominationalism in religion, and the spread of public junior colleges. The first factor may threaten future enrollments, but the others will only affect the distribution of students among colleges. Probably the small liberal arts colleges, especially the church-controlled, will suffer most as a result of these forces.

631. BIZZELL, WILLIAM B., editor. *Higher Education and Society*. Norman: University of Oklahoma Press, 1936. 323 p.

A symposium treating the province, organization, control, physical and social environment of higher learning; the creative arts, training the social technician; and the society of tomorrow. An introduction by Charles M. Perry is an indictment of our system of attaching all importance to college credits instead of to human values, healthy interests, and personality growth. He charges education with failing to serve humanity or to maintain social order. Following are chapters by nationally-known leaders of education, a number of University of Oklahoma professors, representatives of the arts, and conservationists, including Lotus D. Coffman, William F. Ogburn, W. H. Cowley, Kathryn McHale, William B. Bizzell, Frank E. Hill.

632. BLOSE, DAVID T. "High-School and College Graduates." *School Life* 22: 69-70, 81, November, 1936. Excerpts, *Education Digest* 2:58, February, 1937.

Statistics on enrollments in this country since 1870, also present trends. Seventeen per cent of our population of 19 year-olds or over have completed secondary school; three and one-half per cent of those aged 23 or over have completed college courses.

633. BROOKS, WENDELL S. "Fired for Fighting." *School and Society* 45:292-3, February 27, 1937.

A plea for more tolerance in dealing with students who do not seem to conform entirely to college requirements and regulations — the rebels, the poor scholars, the mischievous — on the assumption that many of them will be conspicuously successful in later life. They, more often than the average, will lead crusades for what they believe to be right; they have the courage to fight.

634. BROWN, KENNETH IRVING. "Sitting One's Way Through College." *Journal of Higher Education* 8:457-63, December, 1937.

The president of Hiram College speaks concerning the proneness of our colleges to permit students to acquire an education by the passive method of sitting and listening in order to earn enough credits for a degree, rather than requiring them to learn. Eleven essentials are presented as acceptable standards of an educated youth. Included are ability to speak and write with facility and correctness, mastery of some field of knowledge, familiarity with current world problems, vocational decision, a philosophy of life, literary appreciation, the service ideal, and knowledge of budgeting one's finances, consumers' rights, social *mores*, and other everyday requirements of citizenship.

635. CHASE, HARRY WOODBURN. "Human Advancement: Youth and the Universities." *Vital Speeches* 3:72-4, November 15, 1936.

Considers the situation of proper academic freedom less acute than one year ago and emphasizes the "social importance to America of responsible freedom for its great agencies of education and communication," including radio, newspapers, and newsreels. Deplores circumstances which have led to mutual distrust among all groups and classes of the social structure. There is a lack of causes challenging students' enthusiasm; indifference toward politics and political careers, and toward religion; and an absence of wise, compelling leadership. Defines the true function of a university.

636. COWLES, LEROY E. "Problems of Youth As Seen Among Freshmen in a State University." *National Education Association, Proceedings* 1935:92-3.

Matters in need of attention from faculty and students, such as reorganization of curricula to fit today's problems, improvement of classroom procedures, and more adequate counseling service for individual students.

637. KOTSCHNIG, WALTER M. "Limiting Student Enrollments." *Educational Record* 18:354-67, July, 1937.

Data gathered during investigation of the alleged overcrowding of colleges and universities, suggested by the International Student Service of Geneva, Switzerland, and sponsored by the International Institute of Teachers College, Columbia University. The situation in foreign countries, with the exception of Germany, is more acute than in the United States, but we may face a condition as serious if the laboring classes flock to our colleges as the middle classes have done. The dangers of the tremendous

increases in college enrollments are chiefly the amount of unemployment among the college-trained, the sacrifice of quality of instruction to quantity, and permitting poorly-prepared and misfit candidates to enter. Restricting enrollments has been a partial solution in the case of professional schools, but the answer to the problem of liberal arts colleges lies in "a reconsideration of the purpose, the organization, and the curricula of the secondary school."

638. LONG, J. C. "Conflict on the Campus." *Scribner's* 101:43-7, March, 1937.

A discussion of higher learning today, pointing out two definite threats to a liberal, cultural education for students in our colleges and universities. One is the elective system, and the other is the policy of graduate and professional schools in regard to their entrance requirements. On one side are ranged the liberal arts colleges and on the other the professional and vocational schools.

639. McAFFEE, MILDRED H. "College Women Face a New Century." *Forum* 98:27-30, July, 1937.

Expresses the hope that there will be no lessening of "daring leadership in social thought" as women become more active in public affairs, business, and politics. Affirms that if higher education for women fulfills its rightful functions there will be no danger of a stifling conservatism hampering the quality of educational opportunity.

640. McAFFEE, MILDRED H. "Segregation and the Women's Colleges." *American Journal of Sociology* 43:16-22, July, 1937.

Rehearses the reasons for the establishment of the first colleges for women in the United States; their original aims and emphases; and the class of young women attracted to the institutions. Em-

phasizes the liberal arts function of women's colleges and affirms the continuing need for this type of education, even though the old arguments for segregation of men and women students have ceased to carry weight.

641. MAYNARD, A. Y. "Who Should Go to College?" *School Executive* 56: 22-3, 30, 31, September, 1936.

Who will profit by a college education? Some young people would be better off in jobs, some pay too high a price by their struggles to finance themselves, and others who seek increased earnings as the only reward will probably be disappointed. Those who attend for social prestige or simply to acquire degrees miss the real values. Society also reaps the fruits of college training, whether it be the contributions of the well-equipped and well-trained or the harmful influence of those ill-equipped and ill-prepared. To summarize, the question of who should go to college depends upon ability, motives, interests, and finances.

642. MILLER, J. HILLIS. "Youth and the Future." *Journal of Higher Education* 7:249-56, May, 1936.

A proposal for a youth movement in the colleges, a coordination of wisdom and character on the part of the potential leaders of our socio-economic order. College students need to have more responsibility placed upon them and to be educated for making social changes, not merely for living in these changed conditions.

643. NEW REPUBLIC. "Graduates of 1936." *New Republic* 87:164-5, June 17, 1936.

The interest in social questions shown by the present college generation; the state of American democracy and its relation to the world situation today; warring

forces existing in the political and social system. Condemns the influences controlling our school policies in the matter of keeping from young people the true knowledge of society's ills and remedies which should be employed.

644. OWINGS, CHLOE. "A Tie-Up Between College and Daily Living." *School and Society* 44:708-10, November 28, 1936.

Advocates that liberal education be as closely tied in with responsible citizenship as professional education is with professional life, in order that the full benefits of college training may be realized. Suggests a new college officer, "coordinator," whose duty it would be to give more practical application to the work of deans, counselors, personnel directors, placement officers, and vocational advisers. Qualifications for this position should include experience in public service, preferably in directing community or state public welfare programs.

645. PALMER, A. M. "College Youth and Public Affairs." *Religious Education* 27:335-41, April, 1932.

Affirms that through the curriculum and other campus activities, college youth are acquiring a knowledge of public affairs and a habit of thinking along social lines. Courses in foreign affairs; new developments in international relations classes; changes in the content of courses in the history of foreign countries; exchange professors; foreign lecturers; the international exchange of students; international relations clubs; model assemblies of the League of Nations; institutes of politics; Schools of Foreign Service and International Affairs are cited as factors in the increased interest of students in civic happenings and international events.

646. SEASHORE, CARL E. "Is There Overproduction in Higher Education?"

School and Society 37:478-82, April 15, 1933.

Predictions of some future educational trends and solutions. Favors applying the principles of selection, of job analysis, of democratizing and of training for leisure. "In the coming era, educators must face social responsibility for the community as a whole and act as trustees for society in developing educational objectives and facilities."

647. SHARPE, RUSSELL T. "College and the Poor Boy." *Atlantic Monthly* 151: 696-705, June, 1933.

An inquiry into the circumstances forcing colleges to adopt a more careful method of selecting their needy students.

648. TUNIS, JOHN R. *Was College Worthwhile?* New York: Harcourt, Brace, 1936. 234 p.

What has happened to 541 Harvard graduates since the 1911 commencement? The story begins with the war; tells what became of the hoped-for careers of the men, how the recent depression affected them, what their earnings have been; discusses their families, religion, politics, education and culture. Compares this class with graduates from Princeton, Yale, and Nebraska; and compares the success of the athletes, the Phi Beta Kappas, the clubmen, and the average unknowns of the original group. Concludes that for the most part the men have not profited to any great degree from four years of college, having attained about the same success as other groups of people with less-favored educational backgrounds.

649. WALTERS, RAYMOND. "Statistics of Registration in American Universities and Colleges, 1937." *School and Society* 46:769-89, December 18, 1937.

Tables show student enrollments and number of faculty for public and pri-

vately-controlled universities, colleges of arts and sciences, and technical institutions; the percentage of change from 1936 to 1937 according to geographical location; and a breakdown of enrollments for 30 universities. They also show the 25 largest universities reporting and the 25 states with the greatest number of full-time students. The increase in enrollment of 1936 over 1935 was 6.5 per cent, and for 1937 over 1936 was 3.6 per cent. Mention is made of the decrease in the lower grades of public and parochial elementary schools. Discusses population trends and higher education, and the National Youth Administration, and analyzes the figures given for the 30 selected institutions.

2. College and Career

650. ACHILLES, PAUL S. "Vocational Motives in College." *Occupations* 13: 624-8, April, 1935.

An exploratory study which suggests implications for further investigation of such questions as the effect of vocational decision upon scholastic standing; counseling procedures now being used; differences between students being prepared generally and being prepared specifically for a vocation; and the definition of a vocational decision. A survey conducted by the Psychological Corporation among 50 colleges has furnished data from 4,527 men students regarding extent of vocational choice, amount of help received from counselors, the values of psychological tests, scholastic rating of the "decided" group and the "undecided" group, vocational value of major courses elected, and reasons for the choice of college. Only 12 per cent of the students reported themselves entirely undecided on a career.

651. GOWDY, R. C. "Trends in Cooperative Education." *School and Society* 46:26-30, July 3, 1937.

How the system of alternating periods of academic study with actual work experience, introduced in 1906 by the University of Cincinnati, has developed in our colleges. A comprehensive table shows the names of colleges following this plan today, degrees given, length of course, years cooperative work is given, and the period of alternation.

652. KEMMERER, EDWIN W. "Scholarship in College and Success in Business, the Professions, and Life." *Vital Speeches* 3:602-4, July 15, 1937.

States the first objective of education to be making one a better consumer, and the second to be making one a better producer. Attempts to answer the following questions: Does a college education contribute to success in life? What type of college man is most likely to succeed? There are references to numerous studies which have compared the chances for success of college-trained men with non-college men. It is conceded that the prospects of high scholarship men are brighter in literary and professional fields. A recent investigation by the American Telephone and Telegraph Company indicated the same trend in business. Brains, industry, and common sense identify those most likely to succeed.

653. MARSHALL, M. V. "The Life-Career Motive and Its Effect on College Work." *Journal of Educational Research* 29:596-8, April, 1936. Correction, 30: 703, May, 1937.

A study of the results upon scholarship of a vocational decision, as evidenced by records of 91 senior men in a liberal arts college. Thirty-six of the students had made their decisions while in high school. When compared with students who had not made vocational choices, the group studied was found to be slightly superior in scholarship. But it seems that

intelligence does not control this difference. Subjects related to the occupational choices of the 91 seniors received higher average grades than unrelated subjects.

654. SONTAG, CONSTANCE G. "Antioch's Cooperative Plan." *Occupations* 13: 496-502, March, 1935.

A study of graduates of the department of education at Antioch College made to ascertain the effects of the cooperative plan on occupational adjustment. "In a variety of ways, both tangible and intangible, the cooperative working experiences in college have contributed significantly to satisfactory vocational adjustment afterward. Not only the graduates but the employers of the graduates believe that the plan works."

655. WILLIAMSON, E. G. "Scholastic Motivation and the Choice of a Vocation." *School and Society* 46:353-7, September 18, 1937.

An attempt to determine the motivating effect of vocational choice made without aid from college personnel officers. A group of 860 freshmen at the University of Minnesota was matched and compared as to high school scholarship, scholastic aptitude, and six measures of personality. The group was also classified according to degree of certainty in the matter of vocational preference, if any. For men students there was no support for the contention that students registering a vocational choice receive higher marks than those without a choice; but in the case of women students there was a tendency toward lower college grades among the group which had expressed vocational choices. It was recognized that a great many vocational decisions are made without regard for aptitude of the individual.

656. ZORBAUGH, GRACE, AND KUDER, G. FREDERIC. "College Grades and the Vocational Motive." *School and Society* 46:62-4, July 10, 1937.

Findings of an investigation into the relation between the choosing of an occupation and college grades, when factors of intelligence and college year are considered. Using as subjects 2,051 Ohio State University women students, it was demonstrated that no appreciable difference in grades existed between those who had made vocational decisions and those who had not. Previous studies indicate that higher grades are made by students working toward a definite vocational goal, but this one shows a more complete picture of possible reasons for their superiority.

3. Student Life and Activities

657. ALBRECHT, ARTHUR E. "A Student Venture in Cooperative Living." *Journal of Educational Sociology* 10:262-8, January, 1937.

An illustration of how high living costs at college may be reduced by careful planning. The Students' Cooperative Association at the University of Washington has grown from one house to a chain of ten, five for men and five for women. The director, formerly a student, guides the financial and social policies and passes on membership in the association, which operates on a cost-sharing basis. Each student is assigned a job in the house, and cost of room and board per month amounts to about \$20 for those contributing three hours' labor a week.

658. BROWN, CLARA M. "The Social Adjustment of College Students." *Journal of the American Association of University Women* 30:162-6, April, 1937.

In an attempt to improve social adjustments at the University of Minnesota, a questionnaire was submitted to all stu-

dents in 1933. Information was sought concerning self-help, family income, money spent in social activities, extent of participation in extra-curricular organizations and reasons for non-participation, personal contact with faculty. Significant was the number of students not belonging to any social group or other outside activity. A genuine interest in correcting conditions ensued, and a coordinating committee representing all campus organizations and the faculty has accomplished definite results.

659. ELDRIDGE, ELIZABETH. "Sheepskin Deep." *Saturday Evening Post* 209: 7, 85-9, February 20, 1937. Abbreviated in *Reader's Digest* 30:5-9, June, 1937.

College life as a young sorority officer sees it on some of our major campuses. A lively account of social customs and other non-intellectual aspects of American higher education. There is little evidence of the new seriousness noted by other observers, and slight interest in contemporary problems, except among the small groups which have always existed.

660. FORTUNE. "Youth in College." *Fortune* 13:99-102, June, 1936. Abbreviated in *Reader's Digest* 29:53-6, August, 1936.

The college scene today. Among the impressions set down are these: the present college generation is fatalistic, longs for security and permanent jobs, is intellectually curious about world affairs, is turning to new campus leaders, devotes more time to hobbies and semi-cultural activities than formerly, shows more respect to parents, but little interest in religion as an institution, and is generally better-prepared to meet the ups and downs of life than previous generations.

661. HARRIMAN, PHILIP L. "The Student-Faculty Congress." *Journal of*

Higher Education 8:413-16, November, 1937.

A description and evaluation of the organization which supervises student activities at Bucknell University, instituted four years ago in an attempt to coordinate the activity program and guide it into a course in accord with the total educational offering of the college. Representatives of the faculty and of 18 student interest groups now exercise the following powers: allocation of budget funds, promotion of favorable campus spirit, development of a general social program and the artist-course program, sponsoring of a spring festival, supervision of student elections, and aiding in formulating a weekly calendar of college activities. Among the campus interests with representation are music, debating, dramatics, religion, publications, fraternities, athletics, citizenship, and women's student government.

662. HAWES, JAMES A. *Twenty Years Among the Twenty-Year Olds*. New York: E. P. Dutton, 1929. 259 p.

A picture of contemporary undergraduate life in leading colleges and universities in all parts of the country. Chapters cover: How Our Colleges Arrived; The Machinery, or How They Work It; What the Colleges are Trying to Do; What the Merry Students Are Doing; The Social Life — 90 Percent of Their Time; The Fraternities and Clubs; Athletics; Drinking; Self-Government and the Honor System; The New England Colleges; The Great City Universities and Cornell; The Old Southland; Our Northern Neighbors; Where They Came From, or the Training Before College.

663. HUNT, LEILA W. "How College Women Spend Their Time." *School and Society* 46:318-20, September 4, 1937.

Records of the activities of 155 home economics students at the State College

of Washington kept for five years revealed that about one-third of their time was spent in sleep, a little less than one-third in study, and a third or more in personal care, social activity, eating, and exercise (part of which was required). Only week days were considered, and the average schedule of classes was set at three hours a day. Similar studies made at other institutions have resulted in only slight variations.

664. LAWSON, JOHN E. "Campus Finance." *Parents' Magazine* 12:20-21, 36, 63, 64, August, 1937.

The dean of men at the University of Denver discusses scholarships, loans, campus jobs, and jobs with outside employers. Young people and their parents will profit by the information given concerning National Youth Administration assistance, "board and room" jobs, and part-time jobs in private industry.

665. LEVINGER, LEE J. *The Jewish Student in America*. Cincinnati: B'nai B'rith, 40 Electric Bldg., 1937. 136 p. mimeo.

A comprehensive report of the findings of the Research Bureau of the B'nai B'rith Hillel Foundations in its study of Jewish college students. Further reports are being projected on other aspects of the study. Chapter titles follow: The Jewish Student in the Past; Method of the Present Study; A Census of Jewish Students; Special Aspects of the Census; Jewish Student Organizations; The Jew in Professional Studies; Home Residence of Jewish Students; Summary and Recommendations.

666. LEVINGER, LEE J. "Surveying the Jewish Students." *B'nai B'rith Magazine* 51:214, 234-5, April, 1937.

The first in a series of four articles describing the recent census of Jewish students in American and Canadian col-

leges, sponsored by the Hillel Research Bureau. After emphasizing the need for such a study, its director explains its scope and significance. The investigation covered 1,319 institutions with a total enrollment of 1,150,000, including 105,000 Jewish students. Some findings are: less than ten per cent of all the colleges contain 90 per cent of the total Jewish student population; two-thirds of the Jews are boys and one-third girls; one person in 110 of our country's population attends college and one person in 42 of the Jewish citizenry; Jewish students are concentrated in the largest universities, chiefly in the East.

667. LEVINGER, LEE J. "Surveying the Jewish Students." *B'nai B'rith Magazine* 51:270-1, 281, May, 1937.

A discussion of the inadequacy of organizations for Jewish college and university students. As part of the general survey of the college situation, questionnaires were sent to student leaders, faculty, rabbis, and officers of national agencies for Jewish youth. Less need for social organizations than for cultural and religious clubs was clearly evident. In some of the 1,319 colleges there was no provision for interest groups of any kind for the Jewish students.

668. LEVINGER, LEE J. "Surveying the Jewish Students." *B'nai B'rith Magazine* 51:300-1, 321-2, June, 1937.

Continuing the summary of data collected in the Hillel Foundation survey of Jewish students, this article is concerned with the 35,000 students enrolled in professional schools. A chart shows their distribution in ten types of preparation: dentistry, law, pharmacy, commerce, medicine leading — engineering, education, and agriculture least popular. Discusses the vocational significance of these choices and the need for occupational information and guidance for all Jewish young people.

The Hillel Research Bureau has issued several pamphlets as a venture into this field.

669. LEVINGER, LEE J. "Surveying the Jewish Students." *B'nai B'rith Magazine* 51:338, 357-8, July, 1937.

A sampling of student opinion in colleges and universities brought a response from 4,000 young people of 20,000 sent questionnaires. Doubtless those responding were those most deeply concerned with Jewish affairs, but every effort was made to secure a representative picture. Some of the points covered were: fathers' occupations, parents' birthplace, students' birthplace, age at entering college, average grade for college courses, participation in campus activities, self-support, and racial discrimination.

670. McCONN, C. M. *Planning for College*. New York: F. A. Stokes, 1937. 267 p. (\$2.00)

Prospective students and their parents will find this handbook interesting and informative. There are sections on preparing for college, who ought to go to college, choosing a college, choosing a course of study, planning to make the most of college, expenses, and living problems. Dean McConn gives advice concerning social customs, fraternities, living accommodations, reading habits, extra-curricular features, entrance requirements and examinations, and many other points.

671. MAY, ROLLO R. "Portrait of Men Students." *Christian Education* 19:318-25, April, 1936, and 19:394-402, June, 1936.

Part I. Interviews with 150 men students at Michigan State College in 1935-36 provided much interesting material on such topics as reasons for coming to college, parents' attitudes on college attendance, working one's way through college, study habits, extra-curricular ac-

tivities, social adjustment, and causes of worries.

Part II. Students' attitudes toward religion, parents' church membership, own church attendance, reasons for church attendance, belief in God.

672. MILLER, ANDREW J. "Is the Exceptionally Able College Student Socially Maladjusted?" *School and Society* 45: 862-4, June 19, 1937.

According to a study published as the author's dissertation in 1936, evidence based on participation in extra-curricular activities, either as members or officers of organizations, indicates that intellectually superior students are not maladjusted socially.

673. NEW REPUBLIC, INC. *The Students Speak Out*. New York: New Republic, Inc., 1929. 269 p. (\$1.00)

Twenty-two essays by college students on "College As It Might Be," dealing with such topics as fraternities, athletics, prescribed courses, size of classes, administration, and others.

674. PARR, F. W. "The Problem of Student Honesty." *Journal of Higher Education* 7:318-26, June, 1936. Condensed, *Education Digest* 2:26, February, 1937.

A two-year study involving 409 individuals, concerning the frequency of cheating in college classrooms and factors associated with this practice. Opportunity was offered in this professor's classes for dishonesty in marking tests which had no bearing upon grades in the course, thereby presenting no real incentive for cheating. This type of misbehavior is definitely related to such personal factors as age at college entrance, mental ability, necessity of self-support, and occupation of parent. Results support the theory that any kind of per-

sonal handicap is likely to produce dishonesty.

675. RATCLIFFE, ELLA B. "Student Employment." *School Life* 22:273-4, 276; May, 1937.

The situation at Yale and Harvard during 1935-36 in respect to part-time jobs held by students. There are data relating to numbers of jobs held, amount of money thus earned, kinds of employment, how the placement bureaus are financed and directed.

676. REINHARDT, EMMA. "Opinions of a Group of College Students Concerning Their Marks." *School and Society* 46: 447-8, October 2, 1937.

Material for this investigation was supplied by 396 Eastern Illinois State Teachers College students enrolled in education courses in 1936. Eighty per cent of the group considered their grades satisfactory, fifteen per cent considered them too low, and five per cent considered them too high. The last group usually gave as the reason too little work on their part. The fifteen per cent gave as the principal reason the fact that daily grades seemed to warrant higher term grades. While some dissatisfaction is inevitable, faculty and student might profit by clarification of grading systems before beginning instruction.

677. SARBAUGH, MARY E. "The Young College Student." *School and Society* 40: 823-4, December 15, 1934.

An investigation which compares 57 young and superior students who entered the University of Buffalo at the age of 16 with 57 students of equal ability who averaged two years older at college entrance. The college records of these 114 young people were studied to discover

any differences in mortality, class performance, participation in extra-curricular activities and degree of social adjustment achieved. (See also No. 606)

678. SCHOOL AND SOCIETY. "Student Employment at Harvard." *School and Society* 45:396, March 20, 1937.

The term-time and summer employment record for Harvard students, 1935-36, furnished by the University Student Employment Office. More than one-third of the student body registered for work, and about 3,500 jobs were found for the 1,300 undergraduates and 500 graduate students who made application. Their total earnings, \$313,000, are five per cent greater than for the previous year. Lists the types of employment secured.

679. SEELEY, EVELYN. "Geography, Youth, and Idealism in the Colleges." *Literary Digest* 119:17, 42-3, April 13, 1935.

The first of a series of articles on the trend of undergraduate thought which recounts the increasing social awareness of Vassar girls as shown through comments of the director of the experimental theatre; the conduct of the Model Senate; and the anti-war sentiment on the campus. Discusses the freedom in student thought at Bennington College in Vermont and how the curriculum contributes to the development of a social point of view.

680. WECHSLER, JAMES. *Revolt on the Campus*. New York: Covici-Friede, 1935. 458 p. (\$3.00)

Reportorial account of the difficulties facing American students who try to express liberal beliefs; warns of the danger of Fascism in this country. Written by a former Columbia University student-editor.

J. RURAL EDUCATION

681. ELEMENTARY SCHOOL JOURNAL. "What is America Doing to Its Rural Children?" *Elementary School Journal* 37:89-92, October, 1936.

The results of inadequate educational facilities for rural youth as revealed in a study of pupils in one-room schools of Texas, made by Annie Webb Blanton of the University of Texas. Among conclusions recorded are these: rural pupils were definitely inferior to urban pupils in ability, school achievement, socio-economic and physical status. Two factors responsible for the inequality of opportunity are the disparity in rural and urban income, and the uneven distribution of children in these two areas, there being many more farm children per 1,000 adults than city children.

682. ENSLOW, ELLA, AND HARLOW, A. F. *Schoolhouse in the Foothills*. New York: Simon and Schuster, 1935. 239 p. (\$2.00)

The experiences of a young teacher in a Tennessee mountain school during the depression, the many hardships and prejudices she had to overcome.

683. GIVENS, WILLARD E. "Our Rural School Problem." *Nation's Agriculture* 11:6, 14, October, 1936.

The unequal educational opportunities of rural children, and the responsibility of the federal government for contributing to the cost of educating these children, who migrate in great numbers to cities when they reach working age. It is obvious that rural communities cannot provide the same educational facilities found in city school systems, with their superior physical equipment and better-paid staffs. Stresses the importance of local control of schools, but maintains that federal funds should be used to as-

sure an equitable distribution of educational advantages.

684. NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF RURAL EDUCATION. *Economical Enrichment of the Small Secondary School Curriculum*. Washington: the Association, February, 1934. 94 p. (50 cents)

Analyzes some of the obstacles to an adequate education program in small schools and presents special methods and techniques particularly adapted to their needs. Information on the alternation of classes, circuit and part-time teachers, individual instruction, supervised correspondence study, provision of guidance, and utilizing community resources. "The extent to which the small secondary school can economically enrich its curriculum will depend largely on the extent to which it abandons blind imitation of larger schools and develops those methods and technics most likely to make possible a realization of the purposes of secondary education in small schools."

685. STEWART, R. M. "Redirecting the Training Program for Rural Youth." National Education Association, *Proceedings* 1935:415-16.

Bases his discussion on three topics: new schools for new needs, selection of teachers, and training of teachers.

686. WAIT, WALLACE T. "Emotional Training in the Rural School." National Education Association, *Proceedings* 1935: 493-5.

Some sources of difficulty in training children to make appropriate emotional responses to life situations, in schools in general and rural schools in particular. States that as rural conditions are tending to resemble urban conditions the problem of socializing our children becomes more similar for both groups.

K. HEALTH AND PHYSICAL EDUCATION

687. ADOLPH, M. DONALD. "Initial Experiments in Meeting the Needs, Interests and Abilities of Students in High School Safety Hygiene." *Mind and Body* 42:243-50, January, 1936.

Describes four courses offered in a Brooklyn high school, which have been developed after considerable study of needed changes in the field of safety hygiene. Makes recommendations for the expansion of the curriculum to include more classes in hygiene.

688. CHENOWETH, L. B., AND SELKIRK, T. R. *School Health Problems*. New York: F. S. Crofts, 1937. 387 p.

This book should be of value to teachers and others interested in the general physical and mental health of school children. Some of the subjects treated are: physical examinations, visual and auditory defects, communicable-disease control, accident prevention, handicapped children, mental hygiene, and physical development of normal children. There are charts, tables, and illustrations.

689. GROUT, RUTH E. "Function of the School in the Rural Health Program." *American Journal of Public Health* 27: 583-6, June, 1937.

Considers some ways in which rural schools may promote a health program and also the part local health workers, such as the county nurse, may take in assisting the schools. After interest in health problems has been created, many opportunities for mutual planning arise among agricultural agents, county health officers, civic groups, and teachers.

690. GROUT, RUTH E., editor. *Handbook of Health Education*. New York: Doubleday, Doran, 1936. 298 p. (\$1.80)

The plan outlined is intended to be used by teachers in rural schools, but the material will be of interest to all health education workers. More than a hundred teachers in Cattaraugus County, New York, cooperated in the campaign for better health and sanitation in their schools and for a tie-up between homes, schools, and local health agencies. The Milbank Memorial Fund financed the School Health Education Project, of which this program was a part.

691. HARDY, MARTHA C., AND HOEFER, CAROLYN H. *Healthy Growth*. Chicago: University of Chicago Press, 1936. 360 p. (\$3.50)

A complete report of an experiment begun in 1923 in 12 public schools of Joliet, Illinois, which was intended to show the influence of health instruction on the "whole child". Of the group of 409 elementary school pupils observed, 268 were subjected to a course in health education, 37 were given a slight amount of instruction, and 104 received no special study material and served as the control group. Results of health instruction in the curriculum and periodic physical examinations indicated that these efforts were effective means of training. Discusses the relationship between physical growth, health practices, mental growth, scholastic achievement, interests, attitudes, and conduct.

692. HINMAN, STRONG. "Health and Physical Education for the New Era." *National Education Association, Proceedings* 1935: 432-3.

Declares that no one should be allowed to teach physical education unless he has secured at least a major in the subject, that one hour every day should be devoted to specific instruction in health and physical education, and that in addition opportunity should be given after

school to practice the activities learned in school. "In our new era we must stress activities that will secure sound minds and vigorous bodies, enrich a life of leisure, develop a thirst for culture, an appreciation for beauty, and a supreme personal enthusiasm to live most and serve best."

693. HOEFER, CAROLYN, AND HARDY, MARTHA C. "The Role of Health in the Child's Development." *Elementary School Journal* 35:423-39, February, 1935.

Further and more detailed report of the study of 409 school children in Joliet, Illinois. Special health education over a period of three years brought to light a number of interesting facts, among them the need for revision of physical education programs. The children were pupils of twelve elementary schools who progressed from the third to the seventh grade during the study. Summarizes the results for the three groups of pupils, those in good health, in fair health, and in poor health. Diagrams show their status according to physical, mental, and social development.

694. HOEFER, CAROLYN, AND HARDY, MARTHA C. "Some Influences of a Health-Education Program During the Elementary-School Years." *Elementary School Journal* 35:368-82, January, 1935.

A study was made of 409 children in the public schools of Joliet, Illinois, over a period of three years, preceded by observation of the group in the first and second grades of school. Records were kept for the pupils from the third to the seventh grade, with the assistance of some of the staff members of the Elizabeth McCormick Memorial Fund, Chicago. The program was based on parent and pupil health education, yearly physical examinations of the children, measure-

ments, and dietary histories. Discusses the improvements resulting from the instruction and evident in the health practices. A control group served to corroborate the conclusion that the instructed group made gains in both mental ability and physical growth.

695. HUGHES, WILLIAM LEONARD. *The Administration of Health and Physical Education for Men in Colleges and Universities*. Contributions to Education No. 541. New York: Teachers College, Columbia University, 1932. 190 p. (\$1.75)

An evaluation of standards and policies in the administration of health and physical education for men with special reference to sanitation, health service, health instruction, required physical education, intramural athletics, and intercollegiate athletics. Discusses the implications of the study and the techniques used, and includes a bibliography.

696. KEFAUVER, GRAYSON N. "Education and Health." *School and Society* 46:321-5, September 11, 1937.

Cooperative group action in both school and community is necessary if our youth are to develop favorably and make full use of their physical and mental resources. Both physical and mental health of each individual student should be the concern of the teacher, and the entire school staff should work toward creating a healthy environment for growth. The school physician, nurse, psychologist, and psychiatrist, as well as instructors, have a definite responsibility in this matter. Socialized medical service may become an accepted practice in our society, and would greatly facilitate health programs in public schools.

697. KILANDER, H. F. "Health Knowledge of High School and College Students." American Association of Health

and Physical Education, *Research Quarterly* 8:3-32, October, 1937.

A survey of the extent of knowledge of health concerns, of the prevalence of superstitions, and of factors affecting the information possessed by students in northern New Jersey schools. In the large study 2,800 individuals were tested, but this article chiefly relates to 682 high school seniors and 402 college freshmen. One hundred questions in major fields of health education were submitted for checking. In addition information on age, sex, school year, background of science, scholastic rating, and fathers' occupations was obtained. It was evident that many educated persons held misconceptions and superstitions. The author suggests further investigation of this type and urges more intensive health education programs in schools. The complete questionnaire is reproduced in the article.

698. MILLER, E. K. "Public Health Service and the School Health Program." *Journal of Health and Physical Education* 8:455-7, 504, October, 1937.

Considers the pre-school child and even parents within the scope of the school's health organization. Recommends special emphasis on communicable diseases, tuberculosis, physical defects, mental hygiene, personal hygiene, sanitation, and local health problems. Discusses leadership and the training of personnel. Sees a great need for improvement in the health curricula and advises that a national survey be made to this end.

699. MOORHEAD, WILLIAM G. "Meeting Community Needs Through Health and Physical Education in the High School." *National Education Association, Proceedings* 1934: 463-4.

Advocates increasing individual attention given to pupils' health, particularly those on school teams; urges a more

extensive program of detection and correction of physical defects.

700. NASH, JAY B., editor. *Character Education Through Physical Education. Interpretations of Physical Education*, Vol. III. New York: A. S. Barnes, 1932. 317 p. (\$2.00)

Explains the bases of character, evaluates physical education activities, examines principles and methodology in physical education, and presents problems of administration. Includes a selected bibliography.

701. RICHARDS, ESTHER L. "Health Education: A Program for Public Schools and Teacher Training Institutions." 1930 edition of *Report of Joint Committee on Health Problems in Education* of the National Education Association and the American Medical Association, p. 87-94.

Discusses the mental health problems of childhood, and practical methods of better parent-teacher understanding of them. "The health of childhood includes a far wider range of functioning than is now tabulated in the school health card, or the various academic pasteboards found in the files of school administration systems. The mental hygiene of the school child includes a study of the habit life of the school period, an evaluation of moods and cravings, impulses and imaginations, and play reactions and social relationships. Here are the frontiers of daily human experience that are of vital importance in preparing an individual for life, which is the official goal of education."

702. ROGERS, JAMES F. *Instruction in Hygiene in Institutions of Higher Education*. U. S. Office of Education Bulletin, 1936, No. 7. Washington: Government Printing Office. 47 p. (10 cents)

The beginnings of health instruction in England, and its appearance years later

in the United States. A survey of the field in 1935-36 in this country's colleges, normal schools, and professional and technical schools, both white and Negro. Only a third of our colleges and universities require for graduation a course in hygiene. Women's colleges make a much better showing than colleges for men.

703. TURNER, CLAIR E. *Principles of Health Education*. Boston: D. C. Heath, 1932. 317 p. (\$2.00)

Outlines the development of health programs in the schools, their administration, methods and procedures, values, the training of teachers and supervisors.

704. WIEDEMANN, INGE, AND HOWE, EUGENE C. "Undergraduate Attitudes and Interests with Regard to Physical Education Activities at Wellesley College." *American Physical Education Association, Research Quarterly* 8:15-32, March, 1937.

Refers to many related studies in physical education. Defines the procedure, scope, and reliability of this survey made in 1933. To summarize, "this study confirms the favorable attitude of college women toward a requirement in physical education and a preponderance of opinion in favor of rhythmic activities and individual sports."

L. SPECIAL EDUCATION

705. ANDERSON, META L. "The Problem of the Mentally Retarded Children in the Public Schools." *Journal of Educational Sociology* 6:348-53, February, 1933.

Arguments for and against segregation of these children in public schools; trends toward progress in special instruction of this group; recommendations of a committee of the 1930 White House Conference on Child Health and Protection.

706. BAKER, HARRY J. "Education of Behavior-Problem Children." *Journal of Educational Sociology* 6:361-70, February, 1933.

Three classes of problem children: physically defective, emotionally unstable, and delinquent, who must be helped through the home, the school, and community agencies. The trend toward a better understanding of "difficult" children, who often receive no sympathy from any source. (See also Nos. 1546, 1547, 1549, 1550, and 1557)

707. BERRY, CHARLES S., chairman. *Special Education: The Handicapped and the Gifted*. White House Conference on Child Health and Protection. New York: Century, 1931. 604 p.

Findings of surveys; teacher-training; cost of this form of public education; neglected rural areas, need for vocational guidance, lack of uniformity in different systems, and recommendations. There are sections on: Crippled, Blind and Partially-Seeing, Deaf and Hard of Hearing, Defective in Speech, Lowered Vitality, Mentally Retarded, Behavior Problem, and Gifted Children.

708. COXE, W. W. "New York State's Program for the Education of Subnormals in the Public Schools." *Mental Hygiene* 18:373-9, July, 1934.

Brief history of work since 1917; formation of classes, qualifications of teachers, and the growth of special classes from 1917 to 1933.

709. DAVIS, EDNA E. "The Deaf Child and Public Responsibility." National Education Association, *Proceedings* 1935: 491-2.

A teacher in a private school for the deaf emphasizes the importance of training hard-of-hearing and deaf children in speech, language, and lip-reading before

they are ready to enter public school, so that they may develop in a more normal way with their classmates. Describes demonstrations given by the school showing the children's progress, with resultant benefits to the child, his parents, and the public.

710. GODDARD, HENRY H. "The Gifted Child." *Journal of Educational Sociology* 6:354-61, February, 1933.

The most successful method of educating superior children; the achievement of two school systems which have tried segregation and enrichment of curriculum; recommendations of the White House Conference on Child Health and Protection for the education of 1,500,000 gifted children in this country.

711. HATHAWAY, WINIFRED. "Educational Opportunities in the United States for Partially-Seeing Children." *Journal of Educational Sociology* 6:331-8, February, 1933.

It is estimated that one child in 500 needs to be placed in a sight-saving class; 94.5 per cent of all sight-saving classes are found in 14 states, which shows the need for expansion of this program. Building and equipment requirements as well as training of teachers for sight-saving classes are discussed.

712. HAWK, SARA S. "Auditory Deficiency and Delayed Speech." *National Education Association, Proceedings* 1935: 489.

Recent research and invention in this field, with mention of a study made of 100 preschool children in Los Angeles. Urges that speech correction be undertaken before a child is old enough for school.

713. HAWK, SARA S. "The Psychology of Exceptional Children." *National Ed-*

ucation Association, Proceedings 1935: 485-6.

Present trends in the education of exceptional children with brief mention of the program in Los Angeles public schools.

714. HEFFERNAN, HELEN. "Meeting the Needs of Exceptional Children in Rural Schools." *National Education Association, Proceedings* 1935:486-8.

The provisions which should be made and the progress reported recently in this field, with examples of the work of California teachers, principals, and supervisors.

715. INGRAM, C. P. *Education of the Slow-learning Child*. New York: World Book Co., 1935. 419 p. (\$1.80)

Principles and procedures in teaching slow-learning children, with emphasis placed on the importance of growth and experience rather than on mental limitations.

716. INGRAM, MARGUERITE L. "Trends in the Education of Crippled Children." *Journal of Educational Sociology* 6:339-47, February, 1933.

A description of orthopedic schools, the small number of handicapped children receiving attention in such schools, and the recommendations of the Crippled Children Committee of the 1930 White House Conference on Child Health and Protection, which estimated that only one-tenth of the 300,000 children needing special classes were enrolled in them.

717. KUNZIG, ROBERT W. *Public School Education of Atypical Children*. U. S. Office of Education Bulletin, 1931, No. 10. Washington: Government Printing Office. 160 p. (25 cents)

A summary of state laws regarding the education of exceptional children in

the public schools, restricted to states having cities of over 100,000 population. A study of the practices in these cities, covering the organization, administration, and cost of the facilities provided. Recommends the establishment of divisions of special education in the departments of public instruction of all the more populous states, and expansion of the facilities for training teachers of exceptional children.

718. MARTENS, ELISE H. "Exceptional Children and the Depression." *School Life* 21:156, 161, February, 1936.

Figures for 1933-34 show increase in numbers enrolled in special classes for the past five years, but a decrease in number of cities providing this instruction. A résumé of developments in state and city programs. Some beginnings are evident on the secondary school level.

719. MAYO, LEONARD W. "What Are We Doing to 7 Million Children?" *Survey* 70:245-8, August, 1934.

Data on the numbers of handicapped children in this country; their right to health and security; the decrease in teachers employed, textbooks purchased, facilities for special education, and length of school terms. Discusses the recommendations of the White House Conference on Child Health and Protection and urges better cooperation among social agencies.

720. MYERS, EDWARD T. *A Survey of Sight-Saving Classes in the Public Schools of the United States*. Publication No. 64. New York: National Society for the Prevention of Blindness, 1930. 105 p.

A brief history of the movement, standards for admission to these classes, their number, and qualifications of teachers. There is also a bibliography.

721. SCHUTTE, HENRY T., editor. "Special Education." In *Orientation to Education*, p. 345-64. New York: Macmillan, 1932. 521 p.

A basic text for introductory courses in education. Each section has been written by an authority in the field and includes such practical guidance material as explanations of terms, descriptions of types of courses, methods, basic concepts, general information, evaluations of training needed, opportunities for future study, research and specialization, selected references for future reading. Topics presented include: The European Background of American Education; The Development of Education in America; Educational Philosophy; Measurement in Education; Child and Adolescent Psychology; Foundations of Secondary Education; Special Education; Prevocational and Vocational Education.

722. SHOLTY, MAUDE. "The Education of Exceptional Children in a Rural State." *National Education Association, Proceedings* 1935:496-7.

Difficulties which variant children experience in taking advantage of public school education, their inability to utilize the ordinary offerings of curriculum and facilities. Mentions factors in a program for rural schools which would help handicapped pupils.

723. STEVENSON, ELWOOD A. "California's Policy of Educating the Deaf." *American Annals of the Deaf* 81:166-74, March, 1936; 81:231-41, May, 1936.

The March issue contains an account of the establishment in 1928 of a state bureau for the deaf and hard-of-hearing, the duties of the bureau's chief, the relationship with state educational authorities, and the training of teachers, including an outline of the prescribed course

for prospective teachers of children with hearing defects.

The article in the May issue deals with the city day-schools and the California State School, duties of deans, counselors, and housemothers, and the progress being made in training handicapped students for vocations. There is also a discussion of the different degrees of auditory disability.

724. TAYLOR, HOWARD. "The Gifted Child and His Education." National Education Association, *Proceedings* 1935: 495-6.

The losses gifted children suffer in a school system which stresses economy. Sets forth six guiding principles in the education of especially promising children.

725. WALLIN, J. E. W. "The Philosophy of Education for the Mentally Handicapped Child." *Mental Hygiene* 18:393-408, July, 1934.

Presents the philosophy of education as evidenced in the "fundamental bill of rights" of a democracy; the documented avowals of educational leaders; and the resolutions of associations or organizations vitally interested in the welfare of children. "Every handicapped child, therefore, possesses as a constitutional prerogative the right to an education that fits his needs in exactly the same sense and to exactly the same degree as any normal child."

726. WILLSEA, MARY A. "The Stammerer — Whose Responsibility?" National Education Association, *Proceedings* 1935:490-1.

The need for teachers to be able to recognize handicaps in speech and for re-education to be begun as soon as the child enters school. The importance of understanding and cooperation from parents in treating children who stammer.

727. WILSON, LEWIS A. "The Organization and Administration of Special Education in the Public Schools." *Journal of Educational Sociology* 6:341-7, February, 1933.

Taking into consideration the findings of the White House Conference on Child Health and Protection, the following suggestions are made: complete census, including preschool age, should be made to find all handicapped children; physical care for all in need; educational service, including home-teaching, transportation, and special classes; vocational guidance and placement; more state financial support; special teacher-training program; and efforts to find and train leaders and supervisors with exceptional qualifications.

M. ADULT EDUCATION

1. Principles and Plans

728. BROWN, FRANCIS J. "Basic Principles Underlying Adult Education." *Journal of Educational Sociology* 5:463-70, April, 1932.

Brief history of the development of adult education; guiding principles of programs for the enrichment of community life along the lines of re-education and continued education.

729. BRYSON, LYMAN. *Adult Education*. New York: American Book Co., 1936. 213 p. (\$2.00)

Out of long experience, the author makes suggestions which are intended to aid in the administration of adult education programs. Treats methods and materials, federal aid, and college participation in programs of classwork and discussion groups. Includes reading lists at the close of each chapter.

730. BRYSON, LYMAN. *A State Plan for Adult Education*. New York: Amer-

ican Association for Adult Education, 1934. 69 p.

Reasons for forming the adult education program in California. Describes the types of instruction offered by the Adult Education Association, and outlines plans for expansion.

731. CARTWRIGHT, MORSE. *Ten Years of Adult Education*. New York: Macmillan, 1935. 220 p.

"The ambition of adult education is to set men free — from governmental oppression, from materialism, from bad taste in living, in music, in drama, in recreation, and most of all from the utter drabness of unfilled lives." This book outlines the history and meaning of education for all the people, and was authorized by the Carnegie Corporation. Tells of the policies and achievements of the American Association for Adult Education. Warns against profit-seeking correspondence schools which have sprung up to reap the benefits of the new movement. Discusses the question of federal aid for folk education, libraries, costs, estimated enrollments, changing practices, and opportunity schools.

732. CHANCELLOR, JOHN. "Aids to Liberal Education." (In "New Activities in American Libraries: A Symposium"). *Journal of Adult Education* 8:170-6, April, 1936.

Suggestions to leaders of adult education courses which will help in meeting the demands for informal learning. What libraries are doing to serve the needs of the people who attend adult education classes, chiefly the readers' advisory service.

733. CORNELIUS, SAMUEL. "Education for the Youngest Adults." *School and Society* 45:258-9, February 20, 1937.

How adult are the boys and girls from 15 to 17 years old who have left

school? The education which they have received differs in value, and almost never is the leaving pupil prepared for his life apart from the school. "If adult education were to be offered to those who break away from school soonest, there might be a very useful reflex upon adult education generally and upon the schools." This should be the dominant force in the process of vitalizing adult education.

734. ELY, MARY L., editor. *Adult Education In Action*. New York: American Association for Adult Education, 1936. 480 p. (\$2.75)

An excellent collection of source material on the adult education movement in this country, gathered from articles published in the *Journal of Adult Education* since 1929. Also contains "The Chautauqua Movement," by Arthur E. Bestor, which first appeared in the *Chautauqua Quarterly*. One hundred and sixty articles in condensed form furnish a complete picture of the growth of this important development in American education. Roughly classified, they fall under the headings of the need for education for adults, its practicality, background, national organization; agencies such as libraries, museums, universities, religious institutions, public schools, the federal government, community projects, workers' education, youth groups; the instruments of adult education, including books, newspapers, radio, films, forums, and discussions; teachers and teacher-training; students; content and methods; and questions and criticisms. A brief annotated reading list is appended.

735. FANSLER, THOMAS. "The Problem of Adult Education." *Public Health Nursing* 28:224-8, April, 1936.

Attempts to define and outline functions of this growing field; its problems; need for further experimentation which

may contribute values even to elementary teaching; discusses the Adjustment Service in New York City. Also mentions the part the public health nurse may play in the program.

736. FRIER, E. A., JR. "Adult Education in a Rural School." *Nation's Schools* 16:35-7, August, 1935.

Describes the program of adult evening courses developed by the King Ferry Central Rural School in New York State, in the spring of 1934.

737. FRISCH, OTTILIA M. "New Leisure Will Be a Menace Unless Society Adopts a Program of Adult Education." *Michigan Education Journal* 13:166-7, January, 1936.

The responsibility schools should assume for helping people make adjustments to the social changes caused by mechanized industry. Also mentions the good which is being done by public forums, such as the Des Moines experiment, library and extension services, and civic groups.

738. HANCOX, H. F. "The Chicago Central Y. M. C. A. College." *Junior College Journal* 4:66-70, November, 1933.

Reports the history, development, and philosophy of the Chicago Central Y. M. C. A. College; the selection of the faculty; student activities; the personnel service; the curriculum; and recent changes in policy.

739. HOOKER, G. C. "Purpose of Adult Education and Its Implication for Developing Curricula for Adults." *School and Society* 41:822-6, June 22, 1935.

"The purpose of adult education is to interest adults and help them develop sound procedures and techniques in obtaining information, skills, and whole-

some attitudes relative to their own social institutions in order that they may be able to participate intelligently in those institutions and to improve them."

740. HOPPER, F. F., chairman. "The Next Years in Adult Education." American Library Association, *Bulletin* 30 (Part I):331-5, May, 1936.

The Board on the Library and Adult Education of the American Library Association reports on such topics as: special library service (TVA, CCC, prisons), small libraries, rural conditions, reading courses, emergency education, visual education, and youth. Recommends more experimentation with special groups and better financial support.

741. JOURNAL OF EDUCATIONAL SOCIOLOGY. *Adult Education. Journal of Educational Sociology* 10:515-71, May, 1937.

Six articles on adult education, dealing with accomplishments at different levels: federal, state, county, city, and small town. The introductory paper is "Changing Concepts of Adult Education", by Thomas H. Nelson. He says, "Society cannot be reconstructed by a group of youth, however capable and inspired they may be by their secondary and collegiate education, who have to conform to a static, adult group before they can get even a foothold. The real hope of social, economic, and political progress rests largely in the hands of the adult educators." Following are the titles of the other articles: "Uncle Sam Promotes Education", by Chester S. Williams; "State Organization for Adult Education", by A. F. Wileden; "A W. P. A. Program of Adult Education, Schuylkill County, Pennsylvania", by Carl A. Marsden; "Adult Education in Greater Boston", by M. J. Ahern; and "Rye's Adult-Education Experiment", by Dana F. Woodman.

742. LANDIS, BENSON Y., AND WILLARD, JOHN D. *Rural Adult Education*. New York: Macmillan, 1933. 229 p.

Significant developments in education for rural adults in this country; the achievements of individuals and organizations in this field. Suggestions for improving and furthering such programs are included. Contains a bibliography.

743. LORIMER, FRANK, editor. *The Making of Adult Minds in a Metropolitan Area*. New York: Macmillan, 1931. 245 p.

An intensive study of the importance of education in the daily lives of men and women in Brooklyn, made to discover the actual results of present educational programs upon vocational adjustments, and the range and quality of free-time activities; to record popular attitudes on educational matters; and to explore the possibilities of new types of education for adults. The research was carried on by the Brooklyn Conference on Adult Education and was financed through funds supplied by the Carnegie Corporation.

744. MCGRATH, EARL J., AND FROMAN, LEWIS A. "College Aptitude of Adult Students." *School and Society* 45:102-4, January 16, 1937.

A comparison of the abilities of 1,296 adult part-time students in the evening session of the University of Buffalo and 266 freshmen and seniors in the college of arts and sciences of the university. It was concluded that there was no great difference in college aptitude of the two groups. A selective process similar to that in the four-year college was discovered, aptitude scores for students in advanced courses being higher than for those in elementary courses.

745. NELSON, THOMAS, editor. *Adult Education for Social Needs*. New York: Association Press, 1933. 96 p. mimeo.

Includes papers and addresses presented at the meeting of the Educational Council of the National Council of the Y. M. C. A. in New Haven, June, 1933. Topics discussed were social trends, the need for further adult education, and ways in which the Y. M. C. A. might expand its program of social education for adults. There is a reading list and suggested study materials.

746. ROWDEN, DOROTHY, editor. *Handbook of Adult Education in the United States*. New York: American Association for Adult Education, 1934. 384 p. (\$2.00)

First national directory of adult education agencies. There are sections dealing with subjects taught, groups of people studying, institutions cooperating, avenues of instruction, training of leaders, educational opportunities for the unemployed, and vocational guidance of adults.

747. ROWDEN, DOROTHY, editor. *Handbook of Adult Education*, 1936. New York: American Association for Adult Education. 436 p. (\$1.75 to members, \$2.25 to non-members)

A survey of the field of adult education at the present time. More than one thousand national and local organizations are listed, their programs briefly noted, and the name and address of an executive officer included. Some of the specific programs are described in 37 articles dealing with schools for adults, libraries and adult education, Federal Emergency Educational Program, training of leaders of adult groups, college extension, and other types of continuation education.

748. RUNNELLS, Ross O., AND FISHER, MILDRED I. "Progressive Education for Adults." *Progressive Education* 11:280-2, April-May, 1934.

Narrates the history and philosophy of the adult education project being carried on at the Junior High School in Maplewood, New Jersey, as an enterprise of the parent-teacher association.

749. SCHOOL AND SOCIETY. "Adult Education." *School and Society* 34:312, September 5, 1931.

Information quoted shows that approximately 4,000,000 persons are being reached by adult education and that only 17 per cent of the rural population has access to public libraries as compared with 90 per cent of the city dwellers.

750. SISTER JULIE. "College and Community." *Journal of Adult Education* 9:62-4, January, 1937.

The adult education program of Rosary College, River Forest, Illinois. The enthusiastic response to the liberal arts offerings the first year and to the addition last year of two vocational courses and classes in the humanities. The adults appear more eager to learn than regular college students. This plan has united the residents of a Chicago suburb and created new community activities, including a pageant and art exhibits. Rosary College's experiment is but a beginning in the wide opportunities for adjustment between college and community.

751. WEAVER, GILBERT G. "An Adult Education Program in Action." *Educational Outlook* 9:147-57, March, 1935.

New York City's program; types of persons attending classes and their needs; possible future of this phase of education.

752. WHIPPLE, CAROLINE A. "Adult Education for Leisure." *New York State Education* 19:360-1, January, 1932.

The increase in leisure; the mechanization of modern life; the responsibility of the public school to serve the intellectual, recreational, and occupational life of the people; the need for developing skills that will provide wholesome recreation; the organization of hobby groups. Presents a table of enrollment in adult education classes in New York State, 1930-1931. "In conclusion, then, may we emphasize the obligation that rests upon the schools to become in very truth community centers where all people of the whole community shall feel free to come for guidance, for training, for intellectual and spiritual refreshment."

753. WHITLOW, C. M. "A Small Town Adventure in Adult Education." *American School Board Journal* 91:17-18, July, 1935.

The story of an adult education project carried on over a period of three years in a rural county-seat town in eastern Colorado with a population of scarcely 600. "Experience suggests that the usual lack of other diversions in the small town may actually be an asset in an undertaking of this kind. Any such project to succeed must, of course, be based upon the peculiar needs of the small community. It must contribute meaningfully to the local situation. No attempt to transplant an urban program upon a rural community can possibly succeed."

2. Public Forums

754. FANSLER, THOMAS. *Discussion Methods for Adult Groups*. New York: American Association for Adult Education, 1934. 150 p.

A practical handbook for experienced and inexperienced discussion leaders, containing illustrations of open forums, informal discussion groups, and panels, with actual discourse reported.

The author made notes during these meetings and adds interesting observations.

755. GRIGSBY, RALL I. "Ideas Have a Chance in Des Moines." *Progressive Education* 11:283-7, April, 1934.

Description of the Des Moines forums and the need for similar programs for adult civic education throughout the country.

756. HERRING, JOHN W. "Is a Nationwide Forum Movement Possible?" *School and Society* 47:169-73, February 5, 1938.

Asks what is the actual "reach" of the present forum movement; what are its limits; and what should be its limits, proceeding on different lines from the present. Compares organized forums with countless discussion centers all the way from the barber shop to the League of Women Voters. The chief obstacle to the growth of forums is the fondness of the average American for small group activities. General community welfare takes second place to family, church, and club activities, but small publicly-supported forums could be so conducted that any group in any community could meet for discussion of public problems. "The greatest function of the forum movement is to spread the spirit of fairness, the emphasis on intellectual honesty and concern for social justice in a world that is gravely short in all these particulars."

757. KOTSCHEK, WALTER M. "Light from Des Moines." *School and Society* 45:639-42, May 8, 1937.

An appreciative brief summation of the adult education forum project initiated four years ago by Dr. J. W. Studebaker with the aid of the Carnegie Corporation of New York. The author, a German sojourner in the United States, praises the intellectual climate of the Middle West and especially admires the American desire to learn and to form in-

dependent judgments. In his opinion the Des Moines forums have a marked beneficial effect for the more alert members of the community, but do not as yet enlist in large numbers those who are in the lower ranges of the economic and educational scales.

758. LEITH, DONALD M. "Implementing Democracy: the Des Moines Forums." *Religious Education* 29:113-19, April, 1934.

Evaluates the Des Moines adult education experiment, operating under a five-year Carnegie grant as part of the public school system. Outstanding leaders have been largely responsible for the success of these forums, bringing stimulation to discussions of political, social, and economic problems. It is not known whether projects like this will have the same appeal or response in more prosperous times.

759. PRUNTY, MERLE. "Our Tomorrow—The Tulsa Public Evening Schools." *Progressive Education* 11:287-8, April-May, 1934.

A description of the public forums started in the fall of 1933 in Tulsa, under the supervision of the city school system and with the cooperation of Oklahoma colleges.

760. SCHOOL AND SOCIETY. "Community Public Forums at New York University." *School and Society* 41:763-4, June 8, 1935.

Announcement of forums to be conducted by the university faculty and lay specialists in New York and neighboring states on economic and civic questions. Modeled after the Des Moines, Binghamton, and Springfield experiments.

761. SCHOOL AND SOCIETY. "Counseling Service of the U. S. Office of Education for Public Forums." *School and Society* 45:222-3, February 13, 1937.

An account of the information service being maintained in connection with federal public forum projects. Ten forum demonstration centers were set up in September, 1936, and nine were added in February, 1937. Materials are now available on costs, problems of management, scheduling speakers, visual aids, publicity, and other problems of adult civic education.

762. STUDEBAKER, JOHN W. *The American Way: Democracy at Work in the Des Moines Forums*. New York: McGraw-Hill, 1935. 206 p.

A description of the first two years' work of a five-year adult education experiment in Des Moines. Open forums for discussion of social, economic, and political problems were instituted under the public school system. This book explains the organization, administration, programs, publicity, and follow-up survey.

763. STUDEBAKER, JOHN W. "People's University." *Educational Trends* 5:5-8, May, 1937.

"People's University is the school of public discussion; it is the self-educative institution that has evolved out of the New England town meeting, the Lyceum and Chautauqua movements." Mentions the survey of 431 forums over the country which the U. S. Office of Education has recently completed. As an example, Dr. Studebaker describes the demonstration forums sponsored by the Office of Education: locations, enrollments, numbers of meetings, programs, ages of participants, effect on public libraries, leadership, and benefits of the new emphasis on adult education.

764. STUDEBAKER, JOHN W. *Plain Talk*. Washington: National Home Library Association, 1936. 166 p. (25 cents)

A plea for adult mass education by the open forum method. Democracy is "a technique by which the will of the majority becomes law and by which the right of the minority to attempt to become the majority by peaceful methods is scrupulously protected."

765. STUDEBAKER, JOHN W. "Public Affairs Forums as Agencies for Adult Education." *National Education Association, Proceedings* 1935:35-9.

Sees an improvement and extension of our public school system as the salvation of American democracy.

766. WILLIAMS, C. S. "Federal Forum Project." *School Life* 23:45-6, October, 1937.

Describes this expanding venture and states two aims: to help local school systems plan adult forums and to promote interest in public affairs among youth in schools and colleges. Reviews the demonstration program in 1936-37 in 19 centers under the sponsorship of the U. S. Office of Education. About 10,000 meetings were held, attended by approximately one million persons. The directors experimented with panel, debate, discussion, and symposium methods. The plans for the current year are outlined.

3. Parent Education

767. ADCOCK, AGNES TILSON. *For New Parents: A Helpful Handbook on Child Training*. St. Paul: Webb Publishing Co., 1937. 60 p. (25 cents)

Three parts deal respectively with (1) feeding, sleep, toilet training, and clothes; (2) toys and play material, truth-telling, obedience, punishment and reward; and (3) fear, anger, and affec-

tion. There are frequent clear summaries of the suggestions presented. Bibliographies are appended to each section.

768. FISHER, DOROTHY CANFIELD, AND GRUENBERG, SIDONIE M., editors. *Our Children: A Handbook for Parents*. Child Study Association of America. New York: Viking Press, 1932. 348 p. (\$2.75)

Leading authorities present for the general reader current thought and theories concerning child development and training. Sections on: The Child's Growth and Development; The Child at Home; The Child at School; The Child in the Outside World. Includes a bibliography.

769. LANGDON, GRACE. "Parent Education at First Hand." *Journal of Adult Education* 10:43-8, January, 1938.

Impressions gained from visits to Works Progress Administration parent education classes in many localities. The latest figures showed this program employed 701 leaders and enrolled 66,267 persons in 4,067 classes. Everywhere effort is made to cooperate with previously established agencies, and to supplement rather than duplicate. Parent education is coming to mean broad and varied education for family living.

770. LAWS, GERTRUDE. "Parent Education." *Educational Trends* 5:19-22, May, 1937.

More progress has been made in this field by voluntary organizations than by the schools. Explains the educational theory guiding California's system of teaching parent groups. A satisfactory program must foster an understanding of physical, mental, and emotional growth of children in order that parents can work with teachers and other leaders on problems of education in the community.

771. LAWS, GERTRUDE. "A Plea for More Interest in Parent Education." *Calif-*

ornia Journal of Secondary Education 12:379-81, October, 1937.

"When the full significance of the lifelong nature of education is finally accepted by our schools, then will we begin to realize the true function of adult education." Refers to California's experiment in parent education, promoted through a bureau of the state department of education. Urges more attention to instruction for family life in secondary schools, and a vigorous program for parents.

772. ROOSEVELT, MRS. FRANKLIN D. "Facing the Problems of Youth." *Journal of Social Hygiene* 21:293-4, October, 1935; Same, *National Parent-Teacher* 29:30, February, 1935.

"Education today is not purely a question of the education of youth; it is a question of the education of parents, because so many parents, I find, have lost their hold on their children. One reason for this is that they insist on laying down the law without allowing a free intellectual interchange of ideas between themselves and the younger generation. I believe that as we grow older we gain some wisdom, but I do not believe that we can take it for granted that our wisdom will be accepted by the younger generation. We have to be prepared to put our thinking across to them."

773. SALTZMAN, ELEANOR. *Learning to be Good Parents: Talks to Fathers and Mothers*. Boston: Manthorne and Burack, 1937. (25 cents)

A pamphlet written especially for parents of limited education, who are not accustomed to, or disposed toward, sustained and systematic study. Couched in very simple terms, but presents the results of research on the welfare of young children. Consists of fifteen brief "talks"

about children aged from one to three years.

N. LIBRARIES AND MUSEUMS

774. BURKE, ALICE B. *Youth: Activities of Libraries and Museums*. U. S. Office of Education, Committee on Youth Problems. Circular No. 153, November, 1935. 26 p. mimeo.

Six interesting library programs; activities in such fields as education, vocational guidance, recreation, employment, and contacting youth. Examples of some scientific and art museums which offer recreation and instruction to young people.

775. COWLEY, W. H. "A Pioneering College Library." *Journal of Higher Education* 7:78-86, February, 1936.

The success of an experiment at Stephens College in extending library service to include art and music, browsing corners in each dormitory, promotion of recreational reading, bringing the library and classroom closer together, and teaching the students how to make the best use of the library. The new system is headed by a librarian who is also Dean of Instruction.

776. DANTON, J. PERIAM. "The College Librarian Looks at the College President." *School and Society* 46:104-7, July 24, 1937.

A portion of an address delivered before a session of the annual meeting of the American Library Association, held in New York in June, 1937. Discusses physical facilities desirable in modern college libraries; the reserve book system; revolving dormitory collections of books; additions to the library staff; microphotography; and the need for statistical information covering such items as reading differences by sex and class years, relationship between library reading and scholastic

standing, and factors conditioning the amount and type of reading done by students.

777. EASTMAN, LINDA A. "The Place of the Library in Adult Education." National Education Association, *Proceedings* 1935:31-2.

Three types of service which have arisen from the need of older youth and adults for self-education: an information service, service to groups either by reading suggestions or leadership of programs, and specialized service to individuals by staff members who act as readers' advisers.

778. JONES, LEO. "Are Librarians of Public Libraries Educators?" *Library Journal* 62:583-6, August, 1937.

Suggests some reasons for the apparent oversight in the definition of the librarian's function as a teacher, and for the subordinate position held by librarians generally in the educational world. He cites the fact that the very nature of services rendered is partly accountable, along with modesty and the lack until very recently of a satisfactory philosophy of librarianship. Urges that librarians be certified by states just as teachers are, and that their salaries be raised to a comparable level. Considers the public schools and libraries joint agencies to foster "an intellectual and cultural democracy."

779. LEFEVRE, ALICE L. "Public Library Service to 'Young Adults'." *Library Journal* 61:623-6, September 1, 1936.

How libraries can best serve young people; the desirability of separate reading rooms for young readers; the importance of sympathetic readers' advisers. Some administrative problems connected with this form of library service.

780. LUCAS, MARY R. "Library Service for Youth, the Primary Activities." *Library Journal* 60:831-3, November 1, 1935.

Considers what the library is doing to help meet the youth problem, what the library can do, and ways in which it can cooperate with the National Youth Administration, the Civilian Conservation Corps, transient camps, and the American Youth Congress.

781. MUNRO, THOMAS. "The Art Museum and the Secondary School." *Progressive Education* 14:522-34, November, 1937.

Treats shortcomings of the museum from the standpoint of secondary schools, particularly the boys and girls in school. "One possible concession is for the museum to show occasional temporary loan exhibits of kinds and qualities of art to which it would not give permanent house-room." Suggests also that supplementary educational exhibits be circulated among schools, including art and handicrafts. Asks whether the secondary school is prepared to take advantage of the artistic resources of museums and expresses discouragement at the small number of teachers who bring pupils to the galleries, due chiefly to their fixed schedules. Proposes two objectives for modern educators: passing on to students the social heritage of past culture and developing the "whole" child.

782. PUNKE, HAROLD H. "The Home and Adolescent Reading Interests." *School Review* 45:612-20, October, 1937.

Further observations concerning the reading habits of pupils in 11 Georgia high schools and 11 Illinois high schools, supplementing the report published in the *Library Quarterly* of July, 1937. Tables show the percentage of boys and girls who read various parts of newspapers, the var-

ious types of magazines read, and the names of magazines mentioned by the young readers. As might be expected, too little reading of serious magazines was evident, and the question arises as to whether there is too abrupt a step from the light content of many popular periodicals to the instructive materials contained in certain other types of magazines. Better reading habits may be inculcated by the school, but should be fostered and developed in the home, where most leisure-time reading is done.

783. PUNKE, HAROLD H. "Sociological Factors in the Leisure-Time Reading of High-School Students." *Library Quarterly* 7:332-42, July, 1937.

A report of one phase of a larger study of the social backgrounds of pupils from 11 Georgia high schools and 11 Illinois high schools. Replies to questionnaires furnished information concerning sex differences and school year differences in book reading, the effect of outside employment upon reading, and the influence exerted by radio and the size of the family. The time most often mentioned for recreational reading was the evening; the place was in the home. Pupils in Georgia reported less book reading than the Illinois group.

784. RAINES, HOMER P. "How Can Libraries Help to Meet the Needs of Youth?" *School and Society* 46:257-61, August 28, 1937.

Addressing the American Library Association in June, 1937, Dr. Raines stated that youth surveys have practically all showed reading to be the chief leisure activity of young persons 16 to 24 years old, their interest increasing as they grow older. Guidance by librarians can do much to improve the quality of reading done, and special efforts to interest the youth in libraries need to be made.

Through development of wider circulating library services and community center libraries, rural areas can share the benefits which they now lack to a considerable degree. Problems of finance and personnel remain to impede the complete realization of library aims, but awakening public interest presages well for the future.

785. SCHOOL AND SOCIETY. "State-wide Reading Project for Unemployed Youth." *School and Society* 37:454, April 8, 1933.

An experiment in lending books to unemployed young persons of college age, conducted by the Oregon State Library. Many of the courses offered are vocational, this being the most popular field of interest. There is no charge for enrolling in the courses, postage being the only expense to the student.

786. SCOGGIN, MARGARET C. "Do Young People Want Books?" *Wilson Bulletin* 11:17-20, 24, September, 1936.

Written by a member of the staff of the New York Public Library, who has the opportunity to work with trade and continuation schools. Describes types of "reluctant readers" and ways of overcoming their difficulties. Recommends less red tape in library procedures, more patience and courtesy from the staff, and buying books suited to the tastes of this group of readers, even though they be popular magazines, series books, and movie editions of fiction.

787. SNAVELY, GUY E. "The College President Looks at the College Librarian." *School and Society* 46:101-4, July 24, 1937.

One of the speeches at the annual meeting of the American Library Association, held in June, 1937. Lays down certain requirements for training and recommends certain practices which good

librarians might be expected to follow. Aside from technical preparation, Dr. Snavely deems it highly desirable that a college librarian be a master in some academic field. He considers it far more important to supply books as needed in the different departments than to spend a stipulated amount of money each year for a definite quota of additions.

788. WILSON, LOUIS R. "Restudying the Library Chart." *School and Society* 43:793-802, June 13, 1936.

Sets four tasks of the American Library Association and makes definite suggestions for improving library services. Important among them are cooperation between all libraries of a state, in the field of adult education, with agricultural agencies, and with university and research libraries; revision of standards of service; and improved training of librarians in the direction of meeting problems of different groups of readers.

789. WYER, MALCOLM G. "Enduring Values." *School and Society* 46:97-101, July 24, 1937.

A look backward to the first assembly of the American Library Association sixty years ago, and to the objectives laid down by the first president. Today the president of the association marks the progress made and emphasizes the importance of a personal relationship between librarians and readers. The desire of readers for "instructional help and co-operation in the content of books" is growing with the increased attention adult education is receiving.

790. YOUTZ, PHILIP N. "Progressive Education in the Brooklyn Museums." *Progressive Education* 14:535-6, November, 1937.

Considers it imperative that educational art collections be arranged intelligibly and installed dramatically, prefer-

ably grouped into such culture units as Oriental art, African art, or American Indian art. Discusses methods of making visits to museums both interesting and of educational value to younger pupils and adults.

O. MOTION PICTURES IN EDUCATION

791. AMERICAN COUNCIL ON EDUCATION STUDIES. *The Motion Picture in Education*. Series II, No. 1. Washington: American Council on Education, 1937. 24 p. (10 cents)

A report of the Committee on Motion Pictures in Education, in four sections: status of films in education, the Motion Picture Project of the Council, accomplishments of the project, and problems and suggested procedures.

792. DALE, EDGAR, AND RAMSEYER, LLOYD L. *Teaching with Motion Pictures*. American Council on Education Studies. Series II, No. 2. Washington: American Council on Education, 1937. 59 p. (40 cents)

Subtitled *A Handbook of Administrative Practice*, this booklet contains valuable aids to teachers and administrators. Among the subjects treated are the kinds of motion picture equipment available, the financing of a program in the school, the choice of films, silent versus sound films, sources of film material, supervision of films and equipment in the school, record-keeping, training of teachers to utilize motion pictures to advantage, and other related matters.

793. HOBAN, CHARLES F., JR. "Motion Pictures in General Education." *Educational Record* 19:23-35, January, 1938.

A report prepared under the auspices of the American Council on Education.

Trends in general education; functions of the motion picture; significance of current production activities; alternative sources of film production; and immediate basic needs. Objectives of the three-year Motion Picture Project financed by a grant from the General Education Board. "Reorganization of general education in America demands not only a realistic philosophy of education but also the use of realistic methods and materials in the educational process both in and outside the classroom."

794. THRASHER, FREDERIC M., editor. *Educational Aspects of the Motion Picture*. *Journal of Educational Sociology* 11:129-83, November, 1937.

The entire issue relates to the values and social possibilities of films. Titles follow: "The Film as an Agency of British-American Understanding", by Frank Darvall; "Interest of the League of Nations in Motion Pictures in Relation to Child Welfare", by Thomas Baird; "Educational Possibilities of Motion Pictures", by Mark A. May; "Extending the Use of Motion Pictures for Physical Education", by Jay B. Nash; "Motion Pictures: A Social and Educational Force", by Helen Rand Miller; "Rescuing Civilization Through Motion Pictures", by Marion C. Sheridan; "Motion Picture Appreciation in the New Haven Schools", by Donald A. Eldridge.

P. ART EDUCATION

795. BRYSON, LYMAN. "Art in Adult Education." *National Education Association, Proceedings* 1935:30.

Art as a means of enriching our lives through appreciation and self-expression. As a result of a natural seeking for beauty, many programs intended to be primarily vocational become definitely cultural.

796. COLUMBIA UNIVERSITY, FINE ARTS STAFF. *Art Education Today*. New York: Teachers College, Columbia University, 1935. 85 p. (\$1.40)

Thirteen authorities present their ideas of the importance of art education as a social study; the aims, methods of presentation, and appreciation of art, and the use of motion pictures in art education.

797. PAYANT, FELIX. *Our Changing Art Education*. Columbus, Ohio: Ceramic Studio Publishing Co., 1935. 93 p. (\$2.50)

Helpful data and illustrative materials showing the new significance of art in education and creative methods of teaching art.

Q. FOLK SCHOOLS

1. In America

798. CAMPBELL, OLIVE DAME. "Folk Schools." *Rural America* 14:32, February, 1936.

Describes American experiments, such as the Opportunity School of Berea College, the John C. Campbell Folk School at Brasstown, N. C., the Highlander Folk School at Monteagle, Tennessee, the short course at the University of Wisconsin, and the school at Ashland College, Grant, Michigan.

799. CAMPBELL, OLIVE DAME. "John C. Campbell Folk School." *Rural America* 4:12-13, November, 1926.

An account of an attempt to bring to the people of the Southern Highlands the values of the Danish folk high school; the result of one man's vision and enterprise after 25 years of service in this section of our country. It is adult education adapted to the rural problems of the South and has as its objective "vitalizing

and dignifying the whole content of our rural civilization."

800. CHRISTENSEN, C. L. "A Farm Folk School." *Rural America* 13:3-4, April, 1935.

This folk school is a farm short course at the University of Wisconsin for young men on farms and offers a curriculum suited to social and cultural needs as well as actual vocational instruction. It is a two-year course with a fifteen-week term each year.

801. CHRISTENSEN, C. L. *The Folk School Idea in Action: Training for Rural Organization, Rural Citizenship, Distribution, Farming*. Madison, Wisconsin: University of Wisconsin, 1935. 16 p.

In the foreword we read: "The University of Wisconsin adapts to the needs of the young adults from Wisconsin farms the idea of the Folk Schools which gave to Denmark a disciplined and informed rural leadership that literally remade Denmark's national future."

802. HOWE, FREDERIC C. "Wisconsin's Folk High School." *School Life* 23:26-7, September, 1937.

A short article describing an opportunity school for young farmers started in 1932 by the dean of the College of Agriculture of the University of Wisconsin. Now about 350 young men between the ages of 20 and 26 attend a special winter session of four months at the university. Living expenses approximate four dollars a week and accommodations are furnished on the campus. There are no examinations and few textbooks. Evening forums are a popular feature of the program. It is hoped that courses for young women may be arranged. In addition to cultural courses, agricultural subjects, including cooperative practices, are taught.

803. SCOTFORD, JOHN R. "Training Leaders Through the Folk School." *International Journal of Religious Education* 13:12-13, June, 1937.

Calls attention to the need for leadership in education in remote regions and among minority groups, education particularly suited to the simple needs found and best illustrated by folk schools. Describes the John C. Campbell Folk School of Brasstown, North Carolina, and a training school for rural leaders in Merom, Indiana. Considers lay leadership a fundamental problem of Protestantism, and challenges young people to accept the call to serve.

2. In Europe

804. BEGTRUP, HOLGER. *The Folk High Schools of Denmark and the Development of a Farming Community*. London: Oxford University Press, Humphrey Milford. (Printed in Copenhagen, 1926). 165 p.

The development of the high school from the beginning in 1844 under Grundtvig's inspiring leadership; growth from rural enterprise to city as well; the founding of the International People's College.

805. BOJE, ANDREAS; BORUP, ERNST J.; AND RUTZEBECK, HOLGER. *Education in Denmark: The Intellectual Basis of a Democratic Commonwealth*. New York: Oxford University Press, 1932. 291 p.

The history and development of Danish free schools, adult education, child welfare, associations for young people and adults, libraries and broadcasting; the state and the schools, government grants and control.

806. BORUP, ERNST. "The Folk High Schools of Denmark." *Danish Foreign Office Journal* No. 150: 103, July, 1933.

Facts about the life of Nikolaj Grundtvig, priest, poet and father of the Danish folk high schools. Information on

the characteristics, objects and form of instruction of these schools and a description of a typical day in a typical one. "In 1932 there were 60 high schools and 22 agricultural schools in Denmark. As a general rule the schools are owned by the principal or by private bodies, but receive subsidies from the State. They are attended annually by about 10,000 young people, equivalent to about 33 per cent of the age-group concerned and practically all from rural districts. About 700 teachers of both sexes work at the schools, some academically trained, others from seminaries, and still others who have had an entirely independent training."

807. CAMPBELL, OLIVE DAME. *The Danish Folk School: Its Influence in the Life of Denmark and the North*. New York: Macmillan, 1928. 359 p.

The story of the development of folk schools in Denmark, and their spread to Sweden and Finland, including a history of peasant citizenship.

808. DAVIES, NOELLE. *Education for Life: A Danish Pioneer*. London: Williams and Norgate, Ltd., 1931. 207 p.

An explanation of the Danish folk high school. Considers Grundtvig's life and work, the influences that molded his character and philosophy of life, his doctrine of the "living world" which claimed that "the spoken word is the living vehicle for the expression of spiritual life", his interest in education and his educational ideas as exemplified in the Danish folk high schools. Appendices include Grundtvig's relation to other educators, some high school programs and schedules, high school legislation, and a bibliography.

809. HART, JOSEPH K. *Light From the North*. New York: Holt, 1927. 156 p.

The folk school idea in Denmark. Its possibilities for adaptation to American life.

810. JONES, PAMELIA P. "The Danish Folk High School." *School and Society* 43:185-8, August 8, 1936, and 43:215-17, August 15, 1936.

The early history of Denmark and beginnings of the folk school movement, its spread and influence on the life of the people. The situation today, with special reference to education by radio, controlled by the state. What has been accomplished for agriculture through the folk high schools. Mentions three schools in the United States patterned after Denmark's system: Pocono People's College, Henryville, Pennsylvania; Ashland College, Grant, Michigan; and the John C. Campbell Folk School at Brasstown, North Carolina.

811. MCPHERSON, W. B. "The Danish Folk-School and Social Planning." *School and Society* 45:857-9, June 19, 1937.

Brief description of the folk high schools which enroll each year about five per cent of the entire rural population of Denmark, and which have spread to the other Scandinavian countries. Since 1911 the percentage of the whole Danish rural population having attended some folk school at some time in their lives has been nearly constant at about 25 per cent. Students enter usually at the age of twenty or later, after a few years of experience as workers out of school. The folk school is cultural, not vocational, and is a basic factor in Scandinavian democracy.

812. THOMAS, BRINLEY. "The Swedish Folk High-Schools." *Adult Education* 7:217-22, April, 1935.

A member of the staff of the London School of Economics describes the founding and spread of folk schools in Sweden, since the establishment of the first one in 1868. Contrasts the aims of

Danish and Swedish schools, one existing to serve agricultural communities and the other to serve industrial centers; the subjects taught, the Swedish schools emphasizing arts, crafts, political science, and the physical sciences; and their control, there being much closer government supervision of the schools in Sweden.

R. PERSONAL GUIDANCE AND COUNSELING

813. BECKER, ELSA G. *Guidance at Work in a Large City High School*. New York: Board of Education, High School Division, 500 Park Ave., 1935. 125 p.

Second annual report of the Guidance Department of the Tilden High School, Brooklyn, New York. Sections on general policies, individual guidance, major emphases.

814. BINNEWIES, WILFRED G. "A Study of the Social, Vocational, and Educational Problems of College Girls." *Journal of Educational Sociology* 5:82-8, October, 1931.

Presented only as a suggested technique for studying student problems, but shows also the need for self-mastery and knowledge of society to be taught in our schools and colleges.

815. EIKENBERRY, DAN H., editor. *An Introduction to Guidance*. Guidance Manual No. 1. State Department of Education, Columbus, Ohio. Columbus: F. J. Heer Printing Co., 1930. 349 p.

The first of a proposed series of 13 manuals for use in Ohio schools. Contains sections on such topics as health, mental health, guidance along civic, ethical, vocational, and educational lines, library methods, and the keeping of records. Suggests plans for the organization and administration of guidance programs, and attempts to present the philosophy and psychology of the field.

816. HARTMAN, HELEN J. "Pre-College Guidance in Ohio." *School Review* 45:662-71, November, 1937.

Secondary schools have failed in three responsibilities to their students: (1) helping them decide whether to go to college, (2) advising pupils who are planning to attend college, and (3) discovering and motivating those of exceptional ability who are not considering college. This study includes 73 city high schools in Ohio and is based on replies to check lists furnished the school principals. Tables indicate the extent of guidance services, content of programs, and administration and organization. Enumerates reasons for the lack of suitable guidance programs and recommends ways in which more satisfactory attitudes may be created among persons responsible and more satisfactory services may be provided.

817. HECK, ARCH O. "Today's Needs and Trends in Pupil Personnel Service." *Nation's Schools* 13:29-31, June, 1934.

Emphasizes the need of the public schools for pupil personnel services. Gives the results of a study made in 75 cities with a population of 100,000 or over, from September, 1930, to September, 1932, to find out whether pupil personnel services were being affected by the depression. A reduction of 3.4 per cent was shown for the two-year period. Twenty cities had increased these services, 18 had made no changes, and 37 had decreased them.

818. LLOYD-JONES, ESTHER. "What Is This Thing Called Personnel Work?" *Teachers College Record* 38:477-84, March, 1937.

Presents some opposing views regarding the role of guidance in education, and the resulting confusion in students' minds. Is it treatment of personality disorders or

vocational testing, record-keeping or a social program? The writer's own emphasis is laid upon maintaining a personal viewpoint toward individual students, and the overlapping of all college services in their behalf. She predicts the highest degree of success in a program which extends beyond the college into the community.

819. NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. *Guidance in Educational Institutions*. Thirty-Seventh Yearbook, Part I. Bloomington, Ill.: Public School Publishing Co., 1938. 313 p. (\$2.50 cloth, \$1.75 paper)

Prepared by a committee headed by Grayson N. Kefauver, with the cooperation of five additional associates. The twelve authors are all well known in the educational profession and in the guidance field. Phases of guidance covered in the eleven chapters include the appraisal of student characteristics, needs, and achievements; counseling; group activities; educational orientation; and the transition from school to community life. The guidance staff, its relation to instruction, and vocational guidance in foreign countries are also subjects of chapters.

820. NOLL, VICTOR H. "The Student Population of a Small Land-Grant College." *School and Society* 46:284-6, August 28, 1937.

Describes the guidance services available to students, principally freshmen, of Rhode Island State College. The basis for counseling is information obtained from incoming students, and this article briefly summarizes the kind of data secured: religion, nationality, residence, high school course pursued, age, parent's occupation, extra-curricular record, likes and dislikes.

821. PRESSEY, LUILLA W. *Some College Students and Their Problems*. Columbus: Ohio State University, 1929. 97 p.

Brief case studies of the difficulties of certain typical college students and the results of efforts to deal with them. Problems of health, morals, vocational preparation, family and social relationships, and how to study are discussed.

822. PROFACE, DOM (pseudonym). *College Men — Their Making and Unmaking*. New York: P. J. Kennedy, 1935. 314 p. (\$2.00)

What problems do young college men bring to a trusted adviser? This book is a record of the experiences of such a counselor. Reports actual interviews on questions raised in connection with adjustment to college, development of personality, selection of a vocation, and other personal matters.

823. SCHOOL AND SOCIETY. "Students Appraise the Interviewer." *School and Society* 46:313-15, September 4, 1937.

In 1934 the writer addressed an inquiry to 150 men students with whom he had had personal interviews during a six-months period of volunteer counseling. From the 105 replies received, it was learned that on the whole the interviews had been satisfactory, but there was a desire for more privacy, more time, greater knowledge on the part of the interviewer of the student's background, specific advice concerning courses of study, and occupational information.

824. STRANG, RUTH. *Behavior and Background of Students in College and Secondary School*. New York: Harper, 1937. 515 p. (\$4.00)

The second volume of a projected five-volume series relating to personnel services for students, the first being *Personal Development and Guidance in Col-*

lege and Secondary School, by Ruth Strang. Concerning the second book the author says, "Its aim is to bring together some of the results of investigations relating to adolescent problems, physical characteristics, intelligence, achievement, personality, attitudes, interests, social and economic background and expenditure of time and money." A classified bibliography of about 1,300 items is one of the valuable features of the book.

825. STRANG, RUTH. *Personal Development and Guidance in College and Secondary School*. New York: Harper, 1934. 341 p. (\$4.00)

A summary of investigations in the field of personnel work published between 1919 and 1934, intended to evaluate methods of studying the major areas of this work, to show how research contributes and what knowledge is lacking; suggests further lines for study in guidance and personnel work in educational institutions. Contains a bibliography of 618 items, all referred to in the text.

826. STURTEVANT, SARAH M. "Some Questions Regarding the Developing Guidance Movement." *School Review* 45:346-57, May, 1937.

A penetrating discussion of definitions of guidance, the essentials of a functioning guidance program, the qualifications which should be possessed by workers in this field, and the monetary and sacrificial costs of an ideal program. Also clarifies the distinction and relation between guidance and research, and gives a critique of certain guidance practices which are in contravention of the philosophy on which they purport to be based.

827. WALTERS, J. E. *Individualizing Education by Means of Applied Personnel*

Procedures. New York: John Wiley, 1935. 278 p. (\$2.50)

Complete descriptions of personnel methods which have been tried or which may be applied in educational fields. Includes sample record forms and tables.

828. WILLIAMSON, E. G., AND DARLEY, J. G. *Student Personnel Work.* New York: McGraw-Hill, 1937. 313 p. (\$2.75)

A description of the guidance services for University of Minnesota students and an outline of individualized casework applicable to other situations. The counselors largely followed the system suggested by the results of the Employment Stabilization Research Institute. Cases referred to the guidance bureau included problems of educational, vocational, and emotional adjustment. The desirability of cooperative relations between all departments of a university or school system is stressed. The tests used are named and appraised.

829. WOODS, ANDREW H., AND CHASE, GENEVIEVE. "Forms of Personality Obstructive to Progress in College." *Journal of Social Psychology* 8:411-31, November, 1937.

In 1931-32 the authors investigated the situation of 145 women students at

the University of Iowa, who had been referred to a counselor because of failure to adjust themselves to college. In 89 instances poor class work was the reason for referral, in 27 unsuitable conduct or disobedience to college rules, and in 29 behavior which disturbed others. Among the types of personality were the immature, the over-compliant, the reckless, the socially inept, the emotionally disturbed, the anxiety complexes, and the socially-inclined student not interested in study. It is hoped that the influence of teachers for harmonious personality will be recognized as the vital element which it is, and that "such influences may become amenable to scientific analysis and be made available as the most important parts of future college discipline."

830. WRENN, C. GILBERT, AND GARRETT, MILDRED. "Adjusting Youth to College Life." *Occupations* (Section One) 12:38-41, March, 1934.

Results of a study of the adjustment problems of freshmen and transfer students at Stanford University during 1932-33. The three most frequent problems were found to be standards of work, inability to budget time, and slow reading habits.

CHAPTER VI

HEALTH

- A. Public Health and Medical Care, Nos. 831-847
See also 205-212, 214, 1047, 2220, 2464, 2465, 2468, 2469
- B. Public Health Education, 848-853
See also 687-704, 1053-1064, 2466
- C. Health Services in Schools and Colleges, 854-871
- D. Mental Hygiene, 872-903
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- E. The Physically Handicapped, 904-923
 1. Detection and Treatment of Defects, 904-910
See also 705-727
 2. Rehabilitation and Placement, 911-923
- F. Alcohol and Narcotic Addiction, 924-930

THE unsuspected prevalence of physical defects and disabling diseases disclosed by the examination of millions of young men drafted for military service in 1917 caused a shock which yet reverberates. More recently solicitude for the health and physical welfare of youth has been accentuated by the discovery of an alarming percentage of sensory deficiencies among school children, and by the well-authenticated statement by the President of the United States that one-third of our people are ill-fed, ill-clothed, and ill-housed.

The depression, making additional millions of families unable to pay for private medical and dental care, has pointed the paradox in which many physicians are unable to earn adequate incomes while those who should be their patients go without medical attention, and has precipitated many questions concerning cooperative medicine, health insurance, and the expansion of public health services. The development of medical inspection, health education, and remedial treatment in the public schools involves many interesting issues. In the present brief chapter references to these and numerous related issues will be found. The United States Public Health Service produces much literature relating to health conditions, and its output is obtainable from the Government Printing Office. Useful publications are also issued by a number of national private associations in the field of public health.

A. PUBLIC HEALTH AND MEDICAL CARE

831. BISHOP, E. L., chairman. *Public Health Organization*. White House Conference on Child Health and Protection. New York: Century, 1932. 345 p.

Discusses federal, state, city, rural, and private organization with emphasis

on the following topics: training of personnel, administration of child health work, relation of private physicians and dentists to public health programs, and food control.

832. COLLINS, SELWYN D. *Age Incidence of Specific Causes of Illness*. Reprint No. 1710 from the Public Health

Reports. U. S. Public Health Service. Washington: Government Printing Office, 1935. 25 p. (5 cents)

This report is based on a study of 8,758 white families living in 130 communities in 18 states, representing 39,185 individuals. Each family was visited periodically in order to obtain a sickness record for a year, the canvass being made at intervals of 2 to 4 months. This summary is the sixth of a series covering various phases of health and disease conditions in the families studied.

833. COLLINS, SELWYN D. "The Health of Youth." *Annals of the American Academy of Political and Social Science* 194: 87-99, November, 1937.

Material for this statistical treatment of our youth's health has been drawn from records of an earlier survey of the health status of 9,000 white families in the United States. Dr. Collins points out that all measures of health are relative and should be compared for the different age groups. It was discovered that the age of least illness, both disabling and non-disabling, is between 15 and 24 years. Girls suffer more illness than boys, but their mortality rate is less. More illness and deaths occur among the lower income groups than the higher income brackets. Minor respiratory ailments cause the most illness among young men and women, but among young men separately accidents take first place as a cause. Among causes of death of youth, accident ranks first, tuberculosis second, and heart diseases third. The mortality rate of youth has been consistently decreasing for 35 years. Young women have a higher life expectancy than young men. There is included discussion of physical impairments found on examination of youth. Many tables and charts accompany this article.

834. COLLINS, SELWYN D., AND TIBBITS, CLARK. *Research Memorandum on Social Aspects of Health in the Depression*. Bulletin 36. New York: Social Science Research Council, 230 Park Ave., 1937. 192 p. (\$1.00)

One of 13 monographs prepared under the direction of the Committee on Studies in Social Aspects of the Depression. The authors have not attempted to measure the relationship between the individual's health and his environment because of the complexity of such an undertaking, but do suggest to the readers implications on the basis of certain studies of health and of environment. Many references to such materials are included. "The association between poverty and sickness is explained in two ways: (1) the conditions of poverty seem to produce ill health and (2) illness that incapacitates a worker often forces him below the poverty level."

835. COMMITTEE ON THE COSTS OF MEDICAL CARE. *Medical Care for the American People: the Final Report of the Committee on the Costs of Medical Care*. Monograph No. 28. Chicago: University of Chicago Press, 1932. 213 p.

The report of the recommendations of the Committee on the Costs of Medical Care. Gives briefly the most significant findings of the Committee's twenty-six studies; sets forth the essential elements of a satisfactory medical program and the three chief methods of approach; describes the most important plans and experiments being carried on at present and summarizes the advantages and disadvantages of each. In addition to the Committee's recommendations, two minority reports and two personal dissenting statements are presented. "The quality of medical care is an index of a civilization. When in earlier centuries the entire time and energy of a people were consumed in providing food, cloth-

ing, and shelter there was little left for the care of the sick and disabled. As the margin between production and the needs of mere subsistence expanded the preservation of health was one of the first needs to receive attention."

836. DINWIDDIE, COURtenay. *Child Health and the Community*. New York: Commonwealth Fund, 1931. (\$1.00)

The story of four demonstration public health programs carried on from 1923 to 1929.

837. FALK, I. S. *Security against Sickness: A Study of Health Insurance*. New York: Doubleday Doran, 1936. 423 p. (\$4.00)

Factual material on European experience with health insurance systems. The German, British, French, and Danish systems are described separately and in detail. Recommends compulsory health insurance for all persons in poor or moderate circumstances, and distinguishes this from "state medicine" as follows: "health insurance is not a system of medical practice, but a system of paying the costs of sickness through budgeting and prepayment. It is always and everywhere consistent with the private practice of medicine."

838. PARRAN, THOMAS. *Shadow on the Land: Syphilis*. New York: Reynal and Hitchcock, 1937. 309 p. (\$2.50)

A popular but scientifically accurate treatment of the history and control of syphilis, by the Surgeon General of the United States Public Health Service. Compares this feature of public health activities in the United States and in Europe, with special emphasis on the advanced methods used in the Scandinavian countries. Sets forth a program for the eradication of syphilis in the United States.

839. ROCHE, JOSEPHINE. "Economic Health and Public Health Objectives." *American Journal of Public Health* 25: 1181-5, November, 1935.

Urges fuller use of our knowledge for improving the conditions of human life; proclaims youth's right to economic security; gives credit to the United States Public Health Service for undertaking a national health inventory.

840. ROSS, MARY. "How Healthy Are We?" *Survey Graphic* 26:371-4, July, 1937.

Accomplishments to date of the national health inventory being undertaken by the U. S. Public Health Service and financed by emergency relief funds. Data for 865,000 families have been assembled, comprising representative health histories for the entire country for one year. Speaking of chronic sickness, we read, "Its social consequences masked in the larger problems of unemployment and dependency among young and old, chronic disease presses upon the scene today as an essential although undeveloped aspect of the broader program of social security."

841. SMILLIE, WILSON G. *Public Health Administration in the United States*. New York: Macmillan, 1935. 458 p. (\$3.50)

The methods of control of communicable diseases; functions of a public health department, such as epidemiological service, health education, principles of nutrition, mental hygiene service, maternal, infant, and school hygiene; and the organization and administration of health work in towns, counties, states, and the nation, including voluntary health organizations.

842. SPENCER, R. R. "Periodic Health Examinations." *Health Officer* 1:460-4, April, 1937.

Advantages and disadvantages of regular examinations for all persons; what they should include. Dr. Kleinschmidt of Ann Arbor suggests a desirable schedule of examinations during a person's entire lifetime. The experience of the Metropolitan Life Insurance Company has proved that examined policyholders live longer than unexamined policyholders. At present the medical profession is "organized largely for emergency work and curative rather than preventive medical practice."

843. SPENCER, R. R., AND PRITCHARD, ELIZABETH G. "The Sick Pocketbook." *Health Officer* 2:221-7, October, 1937.

Pictures the unfortunate connection between economic status and illness; and the influence of housing, food, and clothing upon the height and weight of school children, the mortality of particular age groups, and even of general morbidity and mortality. Briefly reviews the findings of six surveys concerning rate of illness among the poor. The authors also mention studies made of the relationship between diet and economic status, and of infant mortality and low income. They consider a sick pocketbook the worst of all illnesses.

844. SYDENSTRICKER, EDGAR. *Hagerstown Morbidity Studies.* U. S. Public Health Service Reports, Reprints Nos. 989, 1113, 1116, 1134, 1163, 1167, 1172, 1225, 1227, 1229, 1294, 1303, 1312. Washington: Government Printing Office, 1930. (5 cents)

Includes age-curve of illness, causes of illness at different ages, incidence of diseases according to age and sex.

845. TURNER, CLAIR E. *Personal and Community Health.* Fourth edition. St.

Louis: C. V. Mosby, 1935. 680 p. (\$3.00)

A text intended for persons of college age, based on knowledge gained from the author's teaching experiences. The material covers definite needs of students in professional schools and colleges, dental hygienists, nurses, and public-school teachers. Subjects included in the first section are nutrition, digestion, oral hygiene, respiration and circulation, skin, sense organs, endocrines, the nervous system, mental hygiene, body mechanics, reproduction, narcotics, and heredity. In the second section problems of community health are treated: disease prevention, communicable diseases, immunity, food control and water supply, public health administration, school hygiene, industrial hygiene, and maternal and child hygiene.

846. U. S. WORKS PROGRESS ADMINISTRATION, COMMUNITY ORGANIZATION FOR LEISURE. *The Relationship of Health and Recreation Activities.* Serial No. 7, May 15, 1936. Washington: Works Progress Administration. 24 p. mimeo.

Prepared by the U. S. Office of Public Health Education for use by recreation leaders. Suggests sources of material and active cooperation which will aid in developing a community health program, such as state, county, and local health departments and medical societies, private organizations, and federal health services. States objectives for recreation leaders and activities which will aid in their realization. Includes a list of reading materials, posters and charts, and sources of health films.

847. WALLER, C. E. "The Social Security Act and Its Relation to Public Health." *American Journal of Public Health* 25:1186-94, November, 1935.

Purpose of the Act; the appropriations granted to states and territories for health services, training of personnel, and

to the U. S. Public Health Service for research and cooperation with states; the problem of medical care for the poor.

B. PUBLIC HEALTH EDUCATION

848. BAUER, W. W., AND HULL, THOMAS G. *Health Education of the Public*. Philadelphia: W. B. Saunders, 1937. 227 p. (\$2.50)

A manual on methods of creating a health program for a community, written chiefly for public health officers and medical and health associations. In addition to discussing general techniques, the authors explain how the radio, films, exhibits, and public meetings may be utilized. Ways of measuring the results of health education campaigns are described. A year's program for health departments and persons interested in adult health problems is outlined. Sources of printed materials are also indicated.

849. PARRAN, THOMAS. "Educating the Nation Toward Health." *School Life* 23:129-30, January, 1938.

The Surgeon General of the United States Public Health Service writes of the progress already achieved in the control of such diseases as typhoid and diphtheria, but warns: "We must create citizen interest in today's dangers, not yesterday's." He advocates truthful dissemination of the facts of life as disclosed by science, and believes that there should be a wider popular knowledge of the history of public health.

850. ROOD, ELMA. *Tuberculosis Education: A Guide for Professional and Lay Workers*. Madison College, Tennessee: Rural School Press, 1936. 125 p. (\$1.25)

A useful manual for those planning an educational approach to local problems of tuberculosis and its control which contains suggestive material on steps in the

development of a community-wide program of tuberculosis education; details of exhibits, dramatics, and other visual means of interpreting the various phases of the tuberculosis problem; sources of films, slides, and reference material; an evaluation of activities and outcomes of a community program. "Because tuberculosis represents a very definite health problem during adolescence every pupil in high school should know what the disease is, how it works, and ways to avoid and prevent it."

851. SHEPARD, W. P. "Recent Progress in Health Education." *American Journal of Public Health* 27:454-63, May, 1937.

Discusses obstacles gradually being overcome in the health education of our public, through the services of schools, private foundations, the U. S. Public Health Service, the National Tuberculosis Association, the American Medical Association, and other agencies. There is increasing attention directed toward the problem of venereal disease; a new emphasis on health promoted by radio, moving pictures, exhibits, and printed materials. Dr. Shepard explains three branches of health instruction: education of the general public, of school children, and of such professional groups as physicians, nurses, medical students, teachers, and sanitary officers.

852. SPENCER, R. R. "Health Education Activities of the U. S. Public Health Service." *Health Officer* 2:22-5, May, 1937.

Sketches the work of the recently created Office of Public Health Education. The program is as yet experimental and flexible, but three definite lines of activity have been initiated and carried forward: (1) organizing health information from varied current sources; (2) publishing a monthly bulletin; and (3)

expanding the training of younger commissioned officers in the U. S. Public Health Service by means of postgraduate training courses about nine months in length for selected classes of officers who come to Washington for the work.

853. WARNER, ESTELLA FORD. "Some Observations Concerning Health Education Programs in State Health Department-Services." *Health Officer* 2:22-5, May, 1937.

An address at the Conference of State and Territorial Health Officers in Washington, D. C., April 7, 1937. Regards public health education at present not as carefully planned or efficient as other public health department services, and points to the need of distinct programs aimed at four groups: (1) the professions of medicine, dentistry, and nursing; (2) the staffs of health departments; (3) adult or community groups; and (4) the schools, from nursery-school through college, inclusive of teacher-training. Stresses the desirability of better liaison between state health departments and state departments of public instruction.

C. HEALTH SERVICES IN SCHOOLS AND COLLEGES

854. AMERICAN MEDICAL ASSOCIATION. Bureau of Medical Economics. *University and College Student Health Services*. Chicago: American Medical Association, 1936. 187 p. (\$1.00)

The evolution of college health services; their aims, organization, and administration. Mention is made of previous surveys of facilities among our universities, none so comprehensive as the present attempt. Discusses the scope of present medical services, physical facilities, staffs, hospitalization, and the financing of health programs. There is a chap-

ter dealing with the relation of student health services to the medical profession. Conditions at Negro institutions are far from satisfactory, due primarily to lack of funds. Among all institutions there is need for better health education programs and instruction in mental hygiene.

855. BAILEY, EDNA W. "What Is a Program of School Health Service Adequate to Meet Presentday Needs?" National Education Association, *Proceedings* 1935:431-2.

Lists seven guiding principles in a program of health service in secondary schools, emphasizing the "public relations" aspects.

856. BINGLE, ALICE. "The Health Program at Antioch College." *Public Health Nursing* 28:460-2, July, 1936.

A simple description of the health services offered at the college: staff, facilities, and types of medical attention available. Ends with a statement of the importance of maintaining good health, and speaks of the joy of working with young people.

857. BLANCHARD, VAUGHN S. "Integration of the School Health Program with Community Health Education." *American Journal of Public Health* 26: 625-8, June, 1936.

Features of school health programs carrying over into community health education, and ways in which one may supplement the other. Mentions such aids as radio, press, campaigns, exhibits, contests, and the activities of parent-teacher associations, service clubs, and other interested agencies.

858. BLANCHARD, VAUGHN S. "The School Health Program From the Viewpoint of the Health Director." *Journal*

of *Health and Physical Education* 7:295-6, May, 1936.

New conceptions of the program, which must include health education, and the function of the school physician. The desirability of cooperation of all local physicians in providing for health needs in the schools.

859. BROWN, WILLIAM P. "Economy in Tuberculosis Case-Finding Through the Public Schools." *Public Health Nursing* 28:455-9, July, 1936.

Clinics, their efficiency and cost, advantages and disadvantages as compared with periodic examinations of school children. The cost of tuberculosis testing in the schools. The necessity of examining adult contacts of children reacting positively to the tests, thereby reducing the average cost of detecting cases in a community.

860. CORNELY, PAUL B. "Administration of Health Education and Health Supervision in Negro Colleges." *American Journal of Public Health* 26:888-96, September, 1936.

In 1933 a questionnaire was sent to 99 Negro colleges concerning the status of their health services to students. Only 40 replies were received, but they are considered a fair sample of conditions. Tables show the numbers of classes in personal hygiene, sex instruction, and mental hygiene; how the health services are administered; the staffs, facilities, records, and fees; and general sanitation. Because of lack of funds and of trained personnel the health programs are woefully inadequate.

861. HOLLAND, J. E. P. "Student Health." Association of the Governing Boards of State Universities and Allied Institutions, *Proceedings* 1933:53-6.

A report of the activities of the Health Department of Indiana Univer-

sity, the types of injuries and diseases prevailing among students, and their prevention and treatment.

862. LOURIE, LLOYD. "Gladly, at School." *Nation's Schools* 19:29-30, June, 1937.

Account of a school dental dispensary which has been in operation for five years in a small Illinois town. The control of dental decay in school children is very important because of the permanent damage that ensues if decay is not checked in its incipiency. The author, himself a doctor of dental surgery, thinks the employment of school dentists does not curtail the practice of private practitioners, because it creates "dental consciousness" in the community and discovers many cases which are referred to dentists in private practice.

863. LYGHET, CHARLES E. "The Student Health Service and its Place in the Educational Program." *American Association of Collegiate Registrars, Bulletin* 11: 223-30, April, 1936.

The history of the student health division at the University of Wisconsin; staff, facilities, finances, and report of cases treated during a school year. Mentions the emphasis in the past few years on testing for tuberculosis among entering students. With increasing understanding of the importance of healthy personality, there is a corresponding need for an improved and enlarged mental hygiene service.

864. MEAD, A. R., AND RIPPEY, ANDREW D. "Epidemic — School Closed!" *Nation's Schools* 19:25-6, June, 1937.

A detailed study of what actually happened following the closing of a school during an epidemic of colds, showing what percentages of the pupils in each grade from 2 to 12 used four simple

means of prevention: plenty of sleep, proper diet, avoidance of direct contacts with other persons, and avoidance of crowds. The authors raise the question as to whether closing of school under such circumstances, especially if there are school nurses and facilities for isolating infected pupils at the schools, is not unnecessary.

865. NATIONAL TUBERCULOSIS ASSOCIATION. *Health in Colleges*. Proceedings of the Second Annual Conference on College Hygiene. New York: 50 W. 50th St., 1937. 112 p.

Recommendations of the conference sponsored by the American Student Health Association, the President's Committee of Fifty on College Hygiene, and the National Health Council. Concerned chiefly with the legal, social, and educational responsibilities of college administrators to provide health services and instruction in hygiene. Emphasis is laid upon the desirability of cooperation among all college departments, especially in regard to mental hygiene problems. The progress in teaching social hygiene is slow, but gratifying. There is still a definite lag behind accomplishments in the health field. Problems of the students' immediate health, parenthood, and community health concerns are too largely neglected. Tuberculosis as a special problem receives considerable attention.

866. PHELAN, ANNETTE M. *A Study of School Health Standards*. Menasha, Wisconsin: George Banta, 1934. 249 p.

A doctoral dissertation submitted to the faculty of Columbia University. It "provides a wide range of working standards for a school health program." Part I — backgrounds and a review of the literature on school health. Part II — determination of the status of acceptance of school health standards. Part III — examination of individual standards select-

ed for further study, such as hygiene of the school plant, classification of children for special education, and other concerns.

867. SHAW, FANNIE B., AND STRACHAN, LOUISE. "Preventing Tuberculosis in the High Schools." *Journal of Health and Physical Education* 8:136-7, 1935-6, March, 1937.

Brief discussion of the prevalence and costs of this disease, and the importance of detecting incipient cases among younger boys and girls. Tells of the work of the National Tuberculosis Association, and its program in the schools, including its teaching unit and classroom films.

868. SHEPARD, CHARLES E. "Campaign Against Tuberculosis in College Students." *American Journal of Public Health* 25:1118-23, October, 1935. Discussion, p. 1123-4, by H. G. Trimble.

The importance of detecting tuberculosis in its early stages among young people at this susceptible age. The program of the American Student Health Association, which has done much to educate administrators concerning health examinations and preventive measures. Reviews the findings of the committee on tuberculosis in its work of the past two years. Dr. Trimble urges college health services to administer tuberculin tests and X-ray examinations to all students, but admits that the cost will probably prohibit the universal practice.

869. STRACHAN, LOUISE. "American Youth and the Ancient Scourge." *Progressive Education* 14:101-3, February, 1937.

The progress of recent years in the campaign against tuberculosis in high schools and colleges. The imperative need for more extensive testing for this disease among young persons. Mentions the first two national conferences on college hy-

giene, held in 1931 and 1936, sponsored by various health and educational organizations. Tells what colleges are doing toward detecting tuberculosis and refers to the efforts of the American Student Health Association in this direction.

870. ULLRICH, FRED T. "Health Service in Teachers Colleges." *Educational Administration and Supervision* 23:68-75, January, 1937.

Summarizes the contents of letters from 73 teachers' colleges regarding their student health services. These topics cover the main points of the information obtained: student health fee, health examinations, infirmaries, dispensary and clinical services, hospitalization, physicians, and nurses. Statements from letters are quoted.

871. WATKINS, J. H. "The Cost of Serious Student Illness at Yale University." *Journal of Educational Sociology* 11:229-42, December, 1937.

This study involves health records of students matriculating in 1932 at Yale. The lists show numbers of students in attendance for one year, two years, and three years. A random sampling resulted in 162 cases for detailed analysis of the cost of medical care for this period. The procedure of securing data is fully explained, also the measures taken to test the validity of the study. Serious illness was considered to involve expenses of at least ten dollars. The average cost of such illness was \$62.02, divided in the following manner: infirmary 11 per cent, hospitalization and nursing 23 per cent, medical and dental fees 34 per cent, operations 19 per cent, and other charges 13 per cent. Little reliance could be placed on the students' ability to recall either the extent or cost of illness over a period of two or three years.

D. MENTAL HYGIENE

872. AMERICAN FOUNDATION FOR MENTAL HYGIENE. *Twenty Years of Mental Hygiene, 1909-1929*. New York: American Foundation for Mental Hygiene, 1929. 259 p.

A brochure which presents historical data and basic information on the origin of the mental hygiene movement, its purposes, and its activities. Contains material on the work and publications of the National Committee for Mental Hygiene, the growth of child guidance clinics, the origin and early history of the International Committee for Mental Hygiene, the aims and personnel of the American Foundation for Mental Hygiene, and a directory of state and local societies for mental hygiene.

873. BASSETT, CLARA. *Mental Hygiene in the Community*. New York: Macmillan, 1934. 394 p. (\$3.50)

The functions of mental hygiene in relation to the programs of community agencies. Discusses mental hygiene and its relationships to medicine, nursing, social service, delinquency and the law, parental education, pre-school children, teacher-training, church and theological training, industry, and recreation. There is also a section dealing with psychiatric institutions and agencies. "In any reorganization of the school curriculum much more stress will necessarily be laid on the information and training of emotions and habits necessary to physical and mental health." Includes suggestions for further reading.

874. BURKHART, ROY A. "Guiding the Adolescent to Mental Health." *Religious Education* 30:31-5, July, 1935.

The author made a study of 32 cases of mental breakdowns among young people, and grouped them into five types of disorders. All the cases had their origins

in childhood emotions, so largely neglected by school and church. The chief contributing factors were poor socio-economic backgrounds, sexual maladjustment, and vocational maladjustment. Discusses certain tendencies common to many persons which, if not controlled early, may lead to serious trouble. Proposes three principles underlying an effective program of mental health.

875. BURNHAM, WILLIAM H. *The Wholesome Personality: A Contribution to Mental Hygiene*. New York: D. Appleton-Century, 1932. 713 p.

In a volume dealing with the development of integrated personality, maturation and learning of the individual are considered, but the emphasis is principally on bases of mental health, biological integration, conditions favorable to normal personality, and conditions likely to produce personality disorders.

876. CHAMBERLAIN, HERBERT E. "Youth and Mental Hygiene." National Conference of Social Work, *Proceedings* 1933:301-13.

Criticizes society for making child welfare secondary to the convenience and welfare of adults. Enumerates seven tenets of normal childhood and emphasizes the need for adults to create confidence and a sense of security in young people.

877. DUBLIN, LOUIS I., AND BUNZEL, BESSIE. *To Be or Not to Be: A Study in Suicide*. New York: Smith and Haas, 1933. 443 p.

A factual treatise on suicide. A listing of subjects covered includes: valid comparisons on the frequency of suicide among different age groups, racial groups, rural and urban populations, men and women; common methods of committing suicide; correlations between suicide death

rates, economic conditions, and mental disease; historical, philosophical, religious backgrounds; attitudes of primitive peoples toward suicide; legal aspects; psychiatric opinions on motives; and methods of employing mental hygiene to prevent self-destruction. Summarizes the findings of other studies of this subject. Includes a bibliography.

878. ELMOTT, CHARLOTTE D. "The Organization and Administration of a Mental Hygiene Program in the Santa Barbara City Schools." *Journal of Juvenile Research* 20:167-9, October, 1936.

The California Bureau of Juvenile Research began the work in the public schools of the state, then was forced to concentrate on some one community as a demonstration, choosing Santa Barbara. The technique of guidance conferences proved most effective; 369 cases were studied during the first year of the experiment. There is a clear account of the organization of these conferences, their personnel, records, schedules of interviews, treatment of cases, publicity through newspapers, churches, and parent-teacher groups.

879. GROVES, ERNEST R. *Personality and Social Adjustment*. New York: Longmans, Green, 1931. 333 p.

Chapters on: Impulse and Social Control; Emotions and the Complex; Habit and Social Continuity; Emotional Basis of Social Conflict; Social Significance of Fear, Anger, Sex, Gregariousness, Self-Assertion; Emotional Maturing of the Boy and Girl. The book is intended for use by parents and teachers and contains topics for discussion. Also includes a list of suggested supplementary readings.

880. GROVES, ERNEST R., AND BLANCHARD, PHYLLIS. *Introduction to Mental*

Hygiene. New York: Henry Holt, 1930.
467 p.

A synthesis of the various phases of the mental hygiene movement intended primarily for the college student or general reader. Chapters on the origin and development of mental hygiene; its psychiatric and psychological background; mental disease; delinquency as a mental health problem; mental hygiene during adolescence, in school and college, in business and industry, and in recreation. Each chapter contains suggestions for classroom discussion and for written reports and a selected bibliography.

881. HOLMER, PAUL. "A State-Wide Mental Hygiene Clinic Program for Pennsylvania." *Mental Hygiene* 18:205-17, April, 1934.

Description of state hospital clinics and plan of setting up units in specified areas, with a better system of classifying patients and follow-up procedure.

882. JACKSON, JOSEPHINE A., AND SALISBURY, HELEN M. *Outwitting Our Nerves: A Primer of Psychotherapy.* New York: Century, 1932. 420 p.

Interprets and illustrates Freudian principles in such a way as to make them useful to the general practitioner or the average layman. Stresses the significance of psychic factors in maintaining physical and mental health; provides information on instincts, the subconscious mind, insomnia, birth-control, feelings, and emotions; includes suggestions for further reading, a glossary and case illustrations.

883. KARLAN, SAMUEL C. "Failure in High School as a Mental-Hygiene Problem." *Mental Hygiene* 18:611-20, October, 1934.

Reports an experiment conducted at the Erasmus Hall High School, Brooklyn, New York, which was concerned

with a detailed study of 31 students who had failed in one or more secondary school subjects. Describes four cases that illustrate common problems and show that failure was not due to poor ability. Emotional handicaps such as inferiority feelings, instability, and pampering in school and home were found to be responsible for the failures of students with high intelligence quotients.

884. LENDRUM, FREDERICK C. "A Thousand Cases of Attempted Suicide." *American Journal of Psychiatry* 13:479-500, November, 1933.

An analysis of 1,000 consecutive cases of attempted suicide in which persons were admitted to the City of Detroit Receiving Hospital from October, 1927, to February, 1930. Discusses the distribution of the suicides as to sex, age, race, marital state, religion, employment, time of attempt, motive, principal means of suicide employed by the patient, and the outcome of the attempt. Includes 10 tables and a short bibliography.

885. MCBEE, MARIAN. "A Mental Hygiene Clinic in a High School." *Mental Hygiene* 19:238-80, April, 1935.

A report on a demonstration clinic in Lakeview High School, Chicago, from 1925-30, covering 328 cases of normal boys and girls. The pupils were referred for various reasons by their parents, teachers, principals, social agencies, and also numbers came voluntarily. The cases are classified for the reader; and there is rather full description of testing, interviewing, case records, social fact-finding, diagnosing, treatment, and results of the entire program.

886. MENTAL HYGIENE. "Mental Health of Unemployed Youth." *Mental Hygiene* 18:331-4, April, 1934.

Observations of the New York Committee on Mental Health to the effect

that millions of young people may be rendered permanently unemployable if something is not done for them. Recommends work camps for boys and girls whose families are not on relief, but who need work and need to have their morale sustained.

887. NASH, BERT A. "Mental Hygiene and Education." *National Education Association, Proceedings* 1935:492-3.

Pictures the school of the future providing for the variations in children's conduct, offering a flexible curriculum and method of teaching. Stresses the saving which will result in the end from investments made now for psychological clinics, guidance counselors, and other trained workers for children with thought and behavior difficulties.

888. NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. *The Personality Adjustment of the Elementary-School Child*. Fifteenth Yearbook, July, 1936. Washington: 1201 Sixteenth St. 245 p.

Both child guidance specialists and school principals have contributed to the volume. Among the general topics are: the nature and needs of the child; out-of-school factors affecting personality; adapting schools to children's needs; causes, symptoms, and types of maladjustment; remedial measures. The list of contributors includes Percival M. Symonds, Caroline B. Zachry, Sidonie M. Gruenberg, Clara Bassett, Temple Buring, Arnold Gesell, Garry C. Myers, and Leo Kanner.

889. PALMER, HAROLD D., AND HARPER, EDWARD O. "College Mental-Hygiene Methods." *Mental Hygiene* 21: 397-415, July, 1937.

How the University of Pennsylvania conducts its mental hygiene program in connection with the student health ser-

vice. A questionnaire is reproduced to illustrate the type of record kept for university students. Psychiatric information secured from this blank serves to guide faculty members, vocational advisers, physicians, personnel officers, and other observers.

890. PATRY, FREDERICK L. "Integrating Mental Hygiene from the Point of View of the Public Health Officer and School Physician." *American Journal of Public Health* 26:471-9, May, 1936.

The past neglect of maladjusted children by the school physician; needed cooperation of every agency and force influencing children; and a proposed 10-point program of mental health attitudes, knowledge, and practice for school physicians and health officers.

891. PATRY, FREDERICK L. "A State-Wide Mental Hygiene Program for Elementary Schools." *Journal of Abnormal and Social Psychology* 32:74-99, April, 1937.

A comprehensive outline of the theory and practice of such a plan. The following subjects are treated: a mental hygiene philosophy of education, relation of the program to teacher-training institutions, organizational policies, state supervision, and methods of developing and integrating the program. There are also charts illustrating various phases of the project, a summary of the whole, and a list of reading references.

892. PATRY, FREDERICK L. "What the College Student Should Know About Present-Day Mental Hygiene." *Journal of Abnormal and Social Psychology* 30: 4-16, April, 1935.

Some factors which may create personality difficulties in college; specific problems likely to occur; and suggested aids for overcoming personal maladjust-

ments. Gives practical advice to young people regarding the control of one's emotions and attaining social balance.

893. PRATT, GEORGE K. *Morale: the Mental Hygiene of Unemployment*. New York: National Committee for Mental Hygiene, 1933. 64 p.

A booklet written to help social workers, unemployment relief investigators, and others understand the behavior and attitudes of unemployed men and women. Chapters cover: How We Act in the Face of Adversity; The Conditions Necessary for Good Mental Health; What the Depression is Doing to Family Life; Mental Hygiene Suggestions. "Along with the organized work of relieving hunger, cold and sickness in these times of unemployment, there must not be forgotten the equally vital need for relieving the emotional strains and raising the morale of those who are made insecure."

894. RAPHAEL, THEOPHILE. "Four Years of Student Mental Hygiene Work at the University of Michigan." *Mental Hygiene* 20:218-31, April, 1936.

An account of the growth of the mental hygiene unit in the health service at the university; the staff, number of cases, increase during the past few years, procedures; the intelligence, health, and diagnoses of clients; and factors contributing to mental conditions discovered.

895. RAPHAEL, THEOPHILE, AND OTHERS. "The Question of Suicide as a Problem in College Mental Hygiene." *American Journal of Orthopsychiatry* 7:1-14, January, 1937.

A "practical, preliminary discussion of the problem." The experience of the mental hygiene unit of the health service at the University of Michigan during the past five years. Five per cent of the student population visited the clinic; and

ten per cent of this group, or 313 individuals, were of suicidal intent. Tables portray the entire situation: class year, university department, sources of reference, duration of contact, handicapping factors, diagnoses, precipitating influences, primary and secondary factors, scholastic averages, and final outcomes of the 313 cases.

896. RENNIE, T. A. C. "Public School Opportunities in the Field of Mental Hygiene." *National Education Association, Proceedings* 1934:465-6.

Mental health is as important as physical health in normal development and it is the teacher's place to recognize symptoms of poor mental health.

897. RUGGLES, ARTHUR H. "Mental Hygiene in Colleges." *Occupations* 13: 140-5, November, 1934.

Depicts the growth in the application of mental hygiene principles and practices in colleges, states the contribution mental hygiene has to make to the educational system, how it should be organized, and the personnel needed to make the work effective. Three typical groups of cases are described and illustrated. "It also goes without saying that mental hygiene should be established throughout all the grade schools; that if a good piece of mental hygiene were done in our early grades, the need of it in our institutions of higher education would rapidly diminish."

898. SCHUMACHER, HENRY C. "The Depression and Its Effects on the Mental Health of the Child." *Mental Hygiene* 18:287-93, April, 1934.

Shows how the effects of the depression on all members of the family, and on others with whom the child comes into close contact, influence the behavior of the child and may lead to "symptoms

of so-called nervousness", as expressed in fears, supersensitiveness, physical complaints without organic basis, or anti-social activity such as stealing, truancy, and sex aberrations.

899. SHERMAN, MANDEL. *Mental Hygiene and Education*. New York: Longmans, Green, 1934. 295 p.

Suitable as a textbook in colleges and teacher-training institutions and of use to teachers in understanding the emotional and personality problems of their students. Chapters on: psychiatric problems in education; emotional adjustment; personality; attitudes; conflicts, compensatory behavior and defense reactions; neurotic behavior; adolescence and mental disease; conduct disorders. "Cooperation between the psychiatrist and educator is necessary to prevent many neuroses and other mental abnormalities of adolescence and adulthood."

900. SYMONDS, PERCIVAL M. *Mental Hygiene of the School Child*. New York: Macmillan, 1934. 321 p. (\$1.50)

Emphasizes the positive and preventive aspects of mental hygiene and applies mental hygiene principles to school situations. Chapters on: The Importance of Mental Hygiene in the School Program; Analysis of Behavior Patterns; Sex Adjustments; The Teacher's Part in Developing Mental Hygiene; Discipline; Interviewing and the Case Work Study; Organization of Mental Hygiene in Schools. Includes problems and exercises for discussion and a bibliography.

901. WALLIN, J. E. W. *Personality Maladjustments and Mental Hygiene*. New York: McGraw-Hill, 1935. 511 p.

The result of several years' investigation of personality difficulties and types of faulty reactions, illustrated by many case-histories of normal and superior per-

sons. The chapters on methods of overcoming mental conflicts are valuable for teachers, counselors, and others interested in restoring balance to maladjusted lives.

902. ZACHRY, CAROLINE B. "Mental Hygiene Programs in Secondary Schools." *Occupations* 13:134-9, November, 1934.

Discusses factors in mental health and the relation of the mental hygiene program to the curriculum. "We should conceive of the function of mental hygiene in the secondary schools as primarily preventive and only secondarily as curative. In other words, a mental hygiene program should influence the total atmosphere of the school and provide guidance to 100 per cent of the pupils."

903. ZILBOORG, GREGORY. "Considerations on Suicide, with Particular Reference to That of the Young." *American Journal of Orthopsychiatry* 7:15-31, January, 1937.

Discards theological, ethical, philosophical, and pseudo-biological approaches to the subject in favor of the sociological and psychological. Considers statistical studies of suicide alone are useless, although certain general trends are thus revealed. The histories of the individuals would tell much more if they were available. ". . . suicide is as much a natural bio-sociological phenomenon as war, or murder, or revolution."

E. THE PHYSICALLY HANDICAPPED

1. Detection and Treatment of Defects

904. CARMODY, T. E. "Conservation of Hearing." *National Education Association, Proceedings* 1935:393-4.

The care and treatment of children with auditory disabilities, the value of teaching lip reading, and the importance of preventing this handicap whenever

possible by periodic health examinations and especial care during childhood illnesses.

905. HABBE, STEPHEN. *Personality Adjustments of Adolescent Boys with Impaired Hearing*. Contributions to Education No. 697. New York: Teachers College, Columbia University, 1936. 85 p. (\$1.60)

How does the personality of hard-of-hearing boys differ from that of normally-hearing boys? What conditions favor or hinder good personality adjustment? A group of 48 selected boys with defective hearing, aged 12 to 16, was matched with a control group on the basis of age, intelligence, grade in school, nationality, and socio-economic status. Explains in detail the technique employed in the comparison. It appears that adolescent boys have less difficulty than adults in adjusting themselves to hearing loss.

906. KATZ, EDITH S. "Guiding the Hard of Hearing." *Occupations* 15:10-14, October, 1936.

Progress made in the detection and guidance of these handicapped children in New York City schools, in a program financed by Works Progress Administration funds and aided by the New York League for the Hard of Hearing. Unemployed teachers were trained to administer auditory tests and to give instruction in lip-reading. Over 6,400 children have been placed in lip-reading classes, and the next step is special vocational counseling for the entire handicapped group, including the totally deaf. Mentions the need for educating the public, especially employers, if the condition of persons with impaired hearing is to be improved.

907. NEER, EDMONDE DE W. "Defective Hearing in Children." *Health Examiner* 4:16-21, February, 1935.

Reviews some of the causes of defective hearing in children and explains some of the methods of treatment and prevention. "The most valuable aid in prevention is the regular periodical examination by the pediatrician. This should include periodical audiometric tests and should be continued to adolescence."

908. NORRIS, ANNE C. "Hard-of-Hearing Children." *Journal of Educational Sociology* 6:323-30, February, 1933.

This article is based on the findings of the 1930 White House Conference on Child Care and Protection: there are about 3,000,000 hard-of-hearing children in the United States, of whom 342,000 need lip-reading instruction. A testing program to discover these children is urged.

909. PLESS, MARIE A. "The Plight of the Hard of Hearing." *Occupations* 14: 237-9, December, 1935.

The importance of educating all those who come in contact with the hard-of-hearing to help them in their adjustment to ordinary circumstances. Parents, physicians, teachers, and friends can do much to help or hinder the situation. Asks how vocational counselors can serve people with hearing defects and into what occupations they can be directed. Emphasizes the value of lip-reading.

910. SCATES, DOUGLAS E. "What Can Research Contribute to Our Understanding of the Physically Handicapped?" *Journal of Educational Research* 31:20-8, September, 1937.

Points to the progress made in the public attitude toward the unfortunate since the days when unconcern and alms-giving expressed the general sentiment of the people. Suggests 19 types of knowl-

edge essential for complete understanding of all problems of the handicapped, including classification, enumeration, incidence and distribution, case histories, causal factors, scientific information on the nature of physical defects, prevention, amelioration, education, vocational adjustment, and the more technical aspects of research methodology.

2. Rehabilitation and Placement

911. BARTHOLOMEW, SISTER M. "Vocational Education." *National Catholic Education Association Bulletin* 33:458-65, August, 1937.

The problem of vocational instruction for the blind, discussed by a worker in St. Joseph's School for the Blind in Jersey City. It is possible for blind persons to be self-supporting in numerous pursuits, if they are properly equipped and capable of adjusting the work to the handicap. Possibilities exist in teaching (especially of voice and instrumental music), law practice, massage, dictaphone operation, salesmanship, and various small business enterprises. Many blind persons, after graduating from schools for the blind, pursue regular college courses.

912. HAMLIN, JAMES B. "Placing Chicago's Handicapped." *Employment Service News* 2:8-10, August, 1935.

Development of a privately-supported agency into a bureau of the Illinois State Employment Service; a brief statement of the record of the past five years.

913. HATHWAY, MARION. *The Young Cripple and His Job*. Social Service Monographs, No. 4. Chicago: University of Chicago Press, 1928. 130 p. (\$1.25)

An examination of the facilities provided in Chicago for the vocational training and placement of crippled children under 21 years of age. Presents material

on the difficulties faced by the young cripple in finding congenial employment and the results of some experiments in making a wider use of the available facilities in Chicago. Includes a study of 50 young cripples who received training under the division of rehabilitation of the board of vocational education in the state of Illinois and a study of the industrial histories of 100 crippled adults who are alumni of the special schools for crippled children.

914. KESSLER, HENRY H. *The Crippled and the Disabled*. New York: Columbia University Press, 1935. 337 p. (\$4.00)

Treats the rehabilitation of crippled children and those having serious sensory defects as well as that of other classes of physically disabled persons. Contains statistics and summaries of the status of pertinent legislation in the several states and in other countries.

915. LAURITSEN, WESLEY. "Helping Our Graduates Secure Positions." *American Annals of the Deaf* 81:126-35, March, 1936.

An instructor in the Minnesota School for the Deaf suggests methods by which deaf and hard-of-hearing persons may offer their services to employers. States the benefits and shortcomings of training in school shops. Describes various systems used to prepare graduates for their first contact with prospective employers, and to aid in placement, such as state placement officers, practice interviews with staff members, and practice in filling applications and writing form letters. Shows desirability of more states appointing placement officers and of closer cooperation between such agents and the state departments of labor or industrial commissions.

916. MARTENS, ELISE H. "Guidance for Deaf and Hard of Hearing." *School Life* 22:43-4, October, 1936.

A report of the recent study of the occupational status of deaf and partially deaf persons, conducted in 27 states and the District of Columbia under the auspices of the U. S. Office of Education. Data were gathered from 19,580 employable persons, two-thirds of them men, and from the employers of 7,583 of the group. Lists types of occupations represented; training received in schools for the deaf and vocations actually being followed; opinions of employers concerning aptitudes of this class of workers; and need for individual guidance in abilities and opportunities to be provided in schools.

917. OCCUPATIONS. "The Social and Vocational Rehabilitation of the Tuberculous." *Occupations* 15:581-633, April, 1937.

Seventeen articles dealing with guidance, personal adjustment, and vocational training of this handicapped group. Only the barest beginning has been made, and it is hoped that public opinion will be stimulated by the examples of programs here outlined. Some of the topics covered are the adult education and mental hygiene implications, history of rehabilitation in this country, launching a national project, placement of the tuberculous, qualifications for rehabilitation counselors, and the necessity of individual diagnoses. Among contributors are Donald G. Paterson, W. Frank Persons, Morse A. Cartwright, Tracy Copp, and Beulah W. Burhoe.

918. ODENCRAANTZ, LOUISE C. "Employment of the Handicapped in New York City." *Employment Service News* 2:7-8, August, 1935.

What the New York State Employment Service is doing for the physically

and mentally handicapped in two offices in this city.

919. OUTLOOK FOR THE BLIND. "The Blind University Graduate." *Outlook for the Blind* 30:72-3, April, 1936. Reprinted from *Progress*, June, 1935.

The National Institute for the Blind, (London, England) has investigated the numbers of blind persons receiving degrees for the past 50 years at the Universities of London, Edinburgh, Oxford, Cambridge, and certain schools for the blind; the courses studied; and the subsequent careers of the graduates. From 1884 to 1934 there were found to be 145 who received degrees, numbers of whom have had conspicuous success in their chosen occupation. Lists the different types of work engaged in and numbers represented in each; considers that in all cases the higher education of these handicapped individuals has been justified.

920. PERSONS, W. FRANK. "Placement of the Handicapped." *Employment Service News* 2:5-6, August, 1935.

Not only the physically handicapped, but all lacking special skills or training need individualized placement.

921. PRITCHARD, ELIZABETH G. "The Crippled Child in the Modern World." *Health Officer* 1:135-45, September, 1936.

The evolution of the public attitude toward crippled children; activities of the International Society for Crippled Children; prevention of crippling; education, vocational training and guidance, and placement for the crippled child.

922. PURSE, BEN. "The Employment Problem of the Blind." *Outlook for the Blind* 30:62-8, April, 1936.

A member of the staff of the National Institute for the Blind, London, England, speaks of the necessity for con-

tinuing the support of special workshops for the blind, but emphasizes the importance of investigating other employment possibilities which will permit the sightless to work with the sighted, wherever practical. Suggests as one aid to placement regional committees which will serve as contact between employers and qualified blind workmen.

923. RANKIN, C. E. "Vocational Placement for the Deaf in North Carolina." *American Annals of the Deaf* 81:484-90, November, 1936.

An address at a meeting in April, 1936, of the Conference of Executives of American Schools for the Deaf. Tells of the functions of the State Bureau of Labor for the Deaf, established in 1923, and its success under the direction of a graduate of the North Carolina School for the Deaf. Contains critical comments from the Bureau's head regarding improvement of vocational training and placement services for this handicapped group, including a list of suggested occupations. Emphasizes the desirability of more follow-up work with graduates of schools for the deaf, in order to effect adjustment and give retraining if necessary.

F. ALCOHOL AND NARCOTIC ADDICTION

924. BOGEN, EMIL, AND HISEY, LEHMANN. *What About Alcohol?* Los Angeles: Scientific Education Publishers, 1934. Washington, D. C.: Allied Youth, National Education Association Building. 112 p. (\$1.50)

An interesting, authoritative outline of scientific facts about alcohol, especially suitable for young people of high school age.

925. BREG, W. ROY. "Give Youth the Facts." *Texas Outlook* 21:33, March, 1937.

Advertises the alcohol education program of the organization Allied Youth, with headquarters in the National Education Association Building, Washington, D. C. Young people's groups all over the country have expressed their approval of study and program suggestions.

926. EMERSON, HAVEN. "Alcohol and Narcotic Drugs." *Journal of the National Education Association* 26:181-2, September, 1937.

It is held that a valid aim of education is the teaching of a way of life conditioned by self-control. This principle would do much toward creating habits of temperance. A child must learn to exercise choice in the matter of drugs as well as in other matters, and after an educational presentation of the effects of narcotics and stimulants the question is an individual one. Discusses the dangers of alcohol and suggests a guide for its use applicable to different ages and situations.

927. FISHER, WILLIS. "Alcohol and the Adolescent." *Parents' Magazine* 11:22-3, March, 1936.

Presents the case for abstinence and moderation, factors affecting drinking among young people, need for parents to give children logical reasons for not forming this habit.

928. HARPER, W. A., AND MAHONEY, DOROTHY. "What Shall Be Our Attitude Toward Alcohol?" *Religious Education* 31:213-18, July, 1936.

Summary of group discussion on the alcohol question at an International Christian Youth Conference held in Chattanooga in November, 1935. Reactions to twenty questions were obtained during the session, and the method of conducting

the discussion is explained in detail. It was concluded that true education, not propaganda or indoctrination, is the best approach to the problem of drinking by young people. The group approved local option as a means of regulation.

929. LITERARY DIGEST. "Great Boom in Student Drinking." *Literary Digest* 123:3-6, March 6, 1937.

In reply to questionnaires directed to administrators and student editors in more than a thousand colleges, 645 letters from 581 institutions were received by the *Literary Digest*. Some conclusions are here stated: student drinking is increasing, but there is relatively less drunkenness. The student who can "hold his liquor" is admired; there is little difficulty in obtaining the supply; women students seem to be losing their moral revulsion against drinking; and most of the drinking is done away from the campus. The majority of college heads see a serious situation at other colleges but not at their own. The student leaders favored education for, not against, drinking as a solution to the problem.

930. PAYNE, E. GEORGE. "The Drug Menace and Education." *International Journal of Religious Education* 8:23, March, 1932.

Presents arguments for and against teaching the evils of drug addiction in our schools, giving his support to the former. Mentions state legislation regarding this question and urges the churches to attack the problem.

931. PROFACE, DOM (pseudonym). "Collegiate Drinking." *Commonweal* 25: 633-4, April 2, 1937.

Describes three stages of fashions of drinking among young persons: the pre-war, prohibition, and repeal. The writer has asked members of a college graduating class for their opinions regarding the amount of drinking by students and the reasons for it. Varying replies are given.

The problem seems largely to be a psychological one, and the most effective treatment is probably counsel from an adviser whom students respect and trust.

932. SPENCER, R. R. "Marijuana." *Health Officer* 8:299-304, December, 1936.

Discusses the increase in addiction to marijuana in the United States during the last four years, the effects of the habitual use of the drug, and the need for national legislation to prevent its growth and use. Contains a verbatim quotation from the statement of an eighteen-year-old boy which shows his reaction to his first marijuana cigarette. Includes two tables furnished by the Federal Bureau of Narcotics, one indicating the marijuana seizures, exclusive of plants, made by the Bureau in 1935, the other concerned with the legislation relating to Indian hemp in the various states.

933. TREADWAY, W. L. "Drug Addiction and Measures for its Prevention in the U. S." *Journal of the American Medical Association* 99:372-9, July 30, 1932.

Shows age-distribution of addicts and age of incidence of addiction for the group studied.

934. TRIPP, THOMAS A. "Youth Sets the Stage for Alcohol Education." *International Journal of Religious Education* 13:10, 36, January, 1937.

The prevailing situation with respect to drinking among young persons today, illustrated by attitudes of high school and college girls attending a religious conference. Of this selected group, about one-fifth admitted that they took a drink occasionally, sometimes with friends and sometimes in their own homes. Discusses factors involved in the question of drinking, the social approach with which young people meet the issue, and their complete indifference to the old emotional appeal.

CHAPTER VII

CHILD WELFARE AND CHILD LABOR

- A. Child Welfare, Nos. 935-955
See also 767-773, 1069, 1071, 1078, 1081, 1095, 1103, 2472
- B. Child Labor, 956-981
See also 529-535, 2470-2472

THE subject of child welfare impinges in at least two distinct ways upon any thorough consideration of the problems of youth aged from 12 to 25. In the matter of public responsibility for dependent and neglected children, the period legally recognized as "childhood" varies among the different states, but is never terminated at less than 14 years of age, and in some states extends as far as 21. Unquestionably a trend toward lengthening the period of nurture and education for youth has been under way for many decades, and is, indeed, a characteristic of an advancing civilization. The care of mothers and infants might at first seem not to be of direct concern to youth, until it is remembered that a considerable percentage of all persons under the age of 25 are married, and many are the parents of young children.

The state laws prohibiting or limiting child labor vary widely, and nearly everywhere fall short of the standards favored by the progressive thought of the times. The long-pending national child labor amendment, if and when ratified, will make this subject a matter of uniform national legislation at the discretion of the Congress. There is an intimate relationship between child labor and education, through the issuance of work-permits under the provisions of compulsory school attendance laws in the states. Much of the current literature of child welfare and child labor comes from the Children's Bureau in the Department of Labor, and is obtainable at nominal prices from the Government Printing Office. Other national and state governmental offices, and various private organizations, are also sources of information in these fields.

A. CHILD WELFARE

935. ADAIR, FRED L. "The American Committee on Maternal Welfare, Inc." *The Child* 1:5-6, May, 1937.

The organization and work of this cooperative agency representing 16 public and private organizations in the fields of medicine, surgery, public health, and social work. It seeks to awaken medical practitioners and others to the importance of saving the lives of mothers and babies and of protecting their health by the best possible pre-natal and obstetrical care.

936. COFFMAN, HAROLD COE. *American Foundations: A Study of Their Role*

in the Child Welfare Movement. New York: Association Press, 1936. 213 p. (\$3.00)

Analysis of the work of 75 foundations and community trusts, with emphasis on the decade 1920-1930, and their relationships to child welfare organizations. Includes 32 child welfare agencies.

937. FOSTER, SYBIL. "Co-ordination of Institution Care of Children with Other Services in the Community." National Conference of Social Work, *Proceedings* 1936:548-61. Available as a reprint from the Child Welfare League of America, Bulletin No. 13, July, 1936. (15 cents)

Modern child-caring institutions and their facilities. The desirability of providing a sampling of the normal experiences of childhood, insofar as this is possible. The need for teaching money and property values, government of self, work and play with the group; and the child's very real need for affection and interest from some older person. Social planning for these children must be carried over to the daily personal contacts between staff members and the individual child. The valuable service performed by cooperating agencies, such as child guidance clinics, medical social workers, and family-society workers.

938. FRANK, LAWRENCE K. "Childhood and Youth." In *Recent Social Trends in the United States*, p. 751-800. New York: McGraw-Hill, 1933. 1568 p.

Considers the changes that are taking place in the ideas and conceptions about childhood and in the purposes of child care. Information on the child population (includes all those under 20 years of age); vitality and health; medical care of children; the neglected and dependent child; the delinquent child; the child laborer; programs and procedures of the schools; play, recreation and religious education; parent education; child research. "The treatment of the child may be considered as a forecast of social change, because in the status and nurture of the child are expressed the knowledge and the hopes and values of a people which they are building into the future society."

939. HOEY, JANE M. "Aid to Dependent Children Under the Social Security Act." *The Child* 1:3-6, September, 1936.

Describes the provisions for aid to children under 16 years of age; what the various states have accomplished, shown by a map and table; history of "mothers'

aid" laws; and the advantages of caring for children in their own homes whenever possible. Explains the necessity for whole-hearted public support of local agencies.

940. LENROOT, KATHARINE F. *Children in the Social Security Program*. U. S. Children's Bureau. Washington: Government Printing Office, 1936. 5 p. (Reprinted from *National Municipal Review*, April, 1936.)

Data on the appropriations made available to the Children's Bureau under the terms of the Social Security Act for aid to dependent children and to crippled children, maternal and child health services, and child welfare. Also information concerning the administration of the programs.

941. LENROOT, KATHARINE F. "The Government and the Child in Need." National Probation Association, *Yearbook* 1936:280-90.

The years 1935 and 1936 are milestones in the history of child welfare, because of the impetus given by the Social Security Act. Sets down an account of the growth of services for children, beginning with juvenile courts, probation, psychiatry, mothers' aid laws, coordinating councils, rural services, child guidance clinics, case work, and health services. As community agencies function more and more effectively, there will probably be less for the juvenile courts to do.

942. LENROOT, KATHARINE F. "National Aspects of the Social Security Program as They Pertain to the Children's Bureau." *American Journal of Public Health* 25:1327-33, December, 1935. Also available as a reprint from the U. S. Children's Bureau.

An exposition of the special measures for the health and welfare of children incorporated in the Social Security Act, and

the responsibility of the Children's Bureau for their administration.

943. LENROOT, KATHARINE F. "Twenty-fifth Anniversary of the Children's Bureau." *The Child* 1:5-7, March, 1937.

A sketch of the progress toward adequate maternal and child care since 1912, under the leadership of Julia C. Lathrop, chief of the Bureau from 1912 to 1921, and Grace Abbott, chief from 1921 to 1934. At the present time certain provisions of the Social Security Act should make possible expansion of services for mothers and children, which have suffered since the termination of the Sheppard-Towner Act in 1929. Ten goals for 1947 are listed.

944. LUNDBERG, EMMA O. *The Public Child-Welfare Program in the District of Columbia*. U. S. Children's Bureau Publication No. 240. Washington: Government Printing Office, 1937. 18 p. (5 cents)

An investigation of two local child-caring agencies, the Board of Public Welfare and the juvenile court, with a view to improving the facilities and planning more effective prevention and treatment procedures. Discusses social policies and practices and recommends certain changes in the present system of caring for dependent, neglected, and delinquent children in the District of Columbia.

945. MANGOLD, GEORGE B. *Problems of Child Welfare*. New York: Macmillan, 1936. 549 p. (\$3.00)

A revision of the 1914 edition, useful for parents, teachers, and social workers. There are six sections dealing with conservation of life, health and recreation, special education problems, child labor and vocational guidance, juvenile delinquency, dependency and neglect.

946. REED, RUTH. *The Illegitimate Family in New York City*. New York: Columbia University Press, 1934. 385 p. (\$3.75)

A picture of illegitimacy and the agencies caring for mothers and children, types of service rendered, and characteristics of this group, as discovered by examining birth certificates and records of these agencies in New York City for 1930. Contains annotated bibliography of 385 references published from 1912 to 1933. Lists agencies.

947. SIMMONDS, LIONEL J. "Adolescents in Foster Homes: Their Supervision." *Social Welfare Bulletin* (New York State Department of Social Welfare, Albany) 7:1-5, October, 1936.

The necessity of keeping children in foster homes for longer periods than were usual before the depression and the problems attendant. Discusses the following topics: resentfulness toward supervision; continuance of formal education; self-adornment; recreation and the social contacts; opportunities for adventure; attraction to the opposite sex; use of free time.

948. SMITH, FRANCIS F. *Report of a Survey of Child Welfare Agencies in the City of Fresno, California*. Fresno State College, 1936. 168 p.

A Works Progress Administration project sponsored by the Fresno City School Department, lasting from February, 1935, to January, 1936. The findings are grouped under the following general sections: home, school, church, government agencies, and Community Chest agencies. Contains many tables, charts, and maps. Recommends the formation of a civic league and outlines its objectives.

949. SOCIAL SECURITY BOARD. *Aid to Dependent Children under the Social Security Act.* Informational Service Circular No. 6. Washington: Social Security Board, November, 1936. 15 p.

Brief summary of the provisions of the "aid to dependent children" section of the Social Security Act with statements concerning the need for this work and the ways in which the federal government, the state, and the community cooperate in carrying out the plans.

950. SOCIAL SERVICE REVIEW. "Public and Private Services for Children." *Social Service Review* 11:303-7, June, 1937.

A concise outline of the scope of state and local child welfare activities, the contribution of private organizations, and cooperation between public and private agencies. Outcomes of a conference of representatives from private and public welfare bodies, held at the U. S. Children's Bureau in April, 1937.

951. SOCIAL SERVICE REVIEW. "Public Care of Dependent Children in Baltimore through Placement in Free Family Homes." *Social Service Review* 8:79-107, March, 1934.

How the department responsible for placing public wards is organized and how the work is administered. A study made in 1933 by the U. S. Children's Bureau traced the records of 40 children from the group of 148 placed during the year — 64 white children and 84 Negro. Of the Negroes, 56 had been placed with white families as laborers. From follow-up of the 40 cases it was concluded that much improvement was needed in the system before anything approximating a satisfactory program would exist in Baltimore.

952. U. S. CHILDREN'S BUREAU. *Grants to States for Maternal and Child Welfare Under the Social Security Act.* Maternal

and Child Welfare Bulletin No. 1. Washington: Government Printing Office, 1935. 20 p. (10 cents)

Provisions of the Act relating to maternal and child health services, services for crippled children, and child welfare services, which are to be administered by the Children's Bureau. Informs the reader concerning amounts available to states, methods of payment, requirements for state plans, and federal administration.

953. U. S. CHILDREN'S BUREAU. *Social Statistics.* Supplement No. 1 to *The Child.* Washington: U. S. Department of Labor, Children's Bureau, January, 1937. 20 p.

Replacing the *Social Statistics Bulletin*, this quarterly publication will keep the reader informed concerning statistical projects of the U. S. Children's Bureau. This issue contains an article and tables dealing with the care of dependent and neglected children by public and private agencies, and an analysis of relief trends from 1929 to 1935.

954. U. S. FEDERAL EMERGENCY ADMINISTRATION OF PUBLIC WORKS, HOUSING DIVISION. *Housing and Child Welfare.* Research Bulletin No. 2. Washington: 1936. 42 p. and appendices.

This study of the influence of housing upon children's well-being includes specifications for acceptable living conditions, such as household space, home improvements, community facilities, and street planning.

955. WARBURTON, C. W. "The Rural Child: What the Cooperative Extension Service is Doing for His Welfare." *The Child* 1:3-5, June, 1937.

Activities of agricultural extension workers in rural counties of the United States, particularly those of the home demonstration agents, in behalf of child

health and welfare. On January 1, 1937, there were home demonstration agents on duty in 1,603 counties. About half of the states employ state extension specialists in child training and parent education. Rural women adopt procedures recommended by the demonstration agents, thus showing the value of the adopted method to themselves and their neighbors. In 1935 such projects were carried on by 7,362 rural women.

B. CHILD LABOR

956. AMERICAN CHILD. "Child Labor in the Tenements." *American Child* 14: 1, 8, January, 1932.

A picture of young children working at various trades in their homes. Mentions state laws regarding this condition. Points to the breakdown of labor standards.

957. AMERICAN CHILD. "Child Labor Yesterday and Today." *American Child* 13 (Section II):5-12, December, 1931.

Describes the exploitation of children, particularly on machines, on farms, in theatres, and in street trades; children and schools, and the administration of child labor laws. Gives a résumé of the year's record of work and accomplishments in the regulation of child labor.

958. AMERICAN CHILD. "They Belong in School." *American Child* 13:1, 14, September, 1931.

Provisions made by some states for keeping children in school or bringing them back for further training before they look for jobs.

959. AMERICAN CHILD. "What the Census of 1930 Shows About School Attendance." *American Child* 13:1, 4, November, 1931.

Discusses the school-leaving age in various states, and the problem of short-term schools.

960. AMIDON, BEULAH. "Children Wanted." *Survey Graphic* 26:10-15, January, 1937.

The increase in child labor since the National Recovery Act was declared unconstitutional. Some geographical and industrial areas where labor standards are shamefully low. A brief history of state and federal child labor legislation. Condemns certain industries for exploiting children and blocking ratification of the Child Labor Amendment.

961. CHANNING, ALICE. *Employed Boys and Girls in Milwaukee*. U. S. Children's Bureau Publication No. 213. Washington: Government Printing Office, 1932. 71 p. (10 cents)

An investigation undertaken to determine the types of work available to boys and girls and the influence of age, sex, and education upon wages, amount, and permanency of employment. Similar studies have been made for Newark and Paterson, New Jersey, and Rochester and Utica, New York. The records of the Milwaukee Vocational School furnished much of the information for this study. There is a section dealing with apprentices and another with unemployed minors. The data are based on 8,447 employed young people between the ages of 14 and 18 in Milwaukee in January, 1925.

962. CHRISTIAN CENTURY. "The Catholic Church and Child Labor." *Christian Century* 54:310-11, March 10, 1937.

Seeks the reasons for the New York bishops' objection to acceptance of the provisions of the proposed Child Labor Amendment, since no more power would be granted Congress than has already been given to the states. The opposition seems to center in interference with parents' authority over their children and in the threat to parochial schools, both unfounded fears. State regulation has proved un-

satisfactory because of the differences between the laws of the states.

963. COMMONWEAL. "The Child Labor Issue." *Commonweal* 25:509-10, March 5, 1937.

Division of Catholic opinion on the question of ratification of the Child Labor Amendment, and an explanation of the recent opposition announced by all the bishops of New York. The bishops based their objection chiefly on the ground that it is dangerous for the federal government to have power "to limit, regulate, and prohibit the labor of persons under eighteen years"; and they unite in declaring that control over children belongs to their parents.

964. ELEMENTARY SCHOOL JOURNAL. "The Case Against Child Labor." *Elementary School Journal* 37:481-6, March, 1937.

Reasons for the decline in juvenile employment since 1910: primarily technological advances, the lower birth-rate, and changes in the public attitude. Quotes at length from the report of the National Child Labor Committee on conditions after the invalidation of the National Recovery Act. Urges ratification of the Child Labor Amendment.

965. ELLIOTT, MABEL A. "Child Labor as a Family Problem." *Sociology and Social Research* 18:251-7, January, 1934.

Findings of a survey of children dropping out of school in Lawrence, Kansas, from 1930 to 1932. Kansas law requires the completion of the eighth grade or the attainment of the sixteenth birthday. Of the 114 cases discovered, 23 had not finished the eighth grade, and most of the group had withdrawn from the junior high school. The survey was concerned with the family histories, economic status, employment status of father, types of work these children were do-

ing, reasons for leaving school, further educational efforts, help received from the school, leisure activities, and conduct record. Much poverty was found in the child-workers' homes.

966. FOX, MURIEL. "Why Ratify the Child Labor Amendment?" *Junior-Senior High School Clearing House* 10:419-23, March, 1936.

History of child labor laws, the successful attempts of industry to prevent permanent and effective legislation, and arguments favoring the ratification of this amendment. Contains illustrations of existing conditions.

967. GIBBONS, CHARLES E. "The Beet Fields Revisited." *American Child* 18:1, 3, September, 1936.

An unfavorable comparison of the situation in sugar-beet fields in 1935 and 1936, due to the withdrawal of Agricultural Adjustment Administration benefits. Children under 14 years of age are again permitted to work in the fields with no restriction of hours whatsoever, and the workers as a whole are laboring under unsatisfactory conditions.

968. INTERNATIONAL LABOUR OFFICE. *Children and Young Persons Under Labour Law*. International Labour Office, Geneva. London: King and Son, Ltd., 14 Great Smith St., Westminster, S. W. 1, 1935.

Covers all juvenile employment except apprenticeship and shows how it is legally regulated in countries of the world. The book is divided into sections on: principles of regulation, comparative tables, and a bibliography.

969. LUMPKIN, KATHARINE D., AND DOUGLAS, DOROTHY. *Child Workers in America*. New York: McBride, 1937. 321 p. (\$3.50)

An analysis based on statistical and legal research and on records of child-caring organizations, including numerous case histories of working children observed by the authors. Personal and social factors involved in child labor are reviewed, as well as steps necessary for the abolition of present undesirable conditions by socialized legislation, not only in the various states but in the federal government. The book is in three sections: Children on the Market, Demand and Supply, and Prospects for Control. There are certain groups of laboring children so exploited that the mere passage of the initial bill will not correct their situation.

970. McCONNELL, BEATRICE. "Child Labor 1912 to 1937." *The Child* 1:20-2, March, 1937.

Child labor legislation, changing employment conditions, and the continuing efforts of the U. S. Children's Bureau and others to secure ratification of the constitutional amendment granting to Congress power to regulate child labor. What has been accomplished in the way of setting standards for the protection of youthful workers.

971. MATTHEWS, ELLEN N. *The Illegally Employed Minor and the Workmen's Compensation Law*. U. S. Children's Bureau Publication No. 214. Washington: Government Printing Office, 1932. 226 p. (15 cents)

Part I: Status of Illegally Employed Minors Under the Workmen's Compensation Laws of the United States. Part II: Special Studies of Illegally Employed Minors Under the Workmen's Compensation Laws of Wisconsin and Indiana. Part III: Recommendations of the White House Conference on Child Health and Protection Relating to the Illegally Employed Minor Under Workmen's Compensation Laws.

972. MERRITT, ELLA A. "Trend of Child Labor, 1927 to 1936." *Monthly Labor Review* 45:1371-90, December, 1937.

A summary based on records of employment certificates for children 14 to 18 years old, who entered occupations requiring certification during the past few years. Tables show the number of certificates by ages and years for certain cities and states. Others show the trades entered from 1929 to 1936. The children's schooling and documentary evidence of age are discussed. National Recovery Administration codes greatly reduced the number of child workers, but immediately following their invalidation, the number shot upward. Thirty-eight states still permit boys and girls of 14 and 15 to leave school to go to work. "The development of a well-administered certificate system applying to children up to the age of 18, supplemented by school-attendance laws requiring children under this age to attend school if not at work, is an outstanding need in legislation."

973. NATIONAL CHILD LABOR COMMITTEE. *Child Labor Facts*. New York: National Child Labor Committee, 1938. 34 p.

The occupational distribution of child workers as of 1930; the trend in the issuance of work-permits; recent developments in federal and state child labor legislation. Children of tender years still work in some states in factories and stores, canneries, tuff mines, lumber and naval stores industries, and beet fields, as well as in street trades and industrial home work. The pamphlet concludes with a discussion of industrial accidents to minors, and the relations between child labor and health and education. Brief bibliographies are included.

974. PERKINS, FRANCES. "Progress Toward Establishing Basic Child-Labor Standards Through National and International Action." *The Child* 1:3-5, October, 1936.

Some child labor standards adopted by the International Labor Organization and recommendations under consideration by member nations. The trend in the United States toward a 16-year minimum age for children leaving school to begin working full-time.

975. SCHOOL AND SOCIETY. "The Child Labor Amendment." *School and Society* 46:570-1, October 30, 1937.

Reported from the *American Child*. Explains certain gains made in several states as a result of the campaign for ratification of the amendment. Chief indications of progress are new minimum working-age provisions, raising of school-leaving age, changing of street trade laws, and minimum wage laws. Many states, however, defeated proposals to improve the condition of child workers.

976. SCHOOL AND SOCIETY. "A New Child Labor Amendment." *School and Society* 46:24-5, July 3, 1937.

Quotations from the *New York Herald-Tribune* and the *Philadelphia Inquirer* regarding the new proposal for the control of child labor, indorsed by the Senate Judiciary Committee. It lowers the upper age limit from 18 to 16, and omits the word "regulate" from the former amendment, which would empower Congress to "limit, regulate, and prohibit the labor of persons under eighteen years of age."

977. SHULMAN, HARRY M. *Newsboys of New York: A Study of Their Legal and Illegal Activities During 1931*. New York: New York Child Labor Committee.

Discusses ages of boys selling papers, night selling, and the truancy involved.

Makes recommendations for better regulation of this industry.

978. SOCIAL SERVICE REVIEW. "Effects of the Depression on Child Employment." *Social Service Review* 6:635-7, December, 1932.

Tells of a leaflet prepared by the National Child Labor Committee in observance of "Child Labor Day", in January, 1933, which is concerned with the education and welfare of unemployed boys and girls and cites material to show that for the time being the depression has reduced the total number of children employed. Quotes facts and figures from a study of vagrant boys made by Wayne McMillen for the U. S. Children's Bureau. "Never has the need for the strengthening of our educational structure been more urgent than now. The opportunity exists for keeping thousands of young people in school and preparing them for citizenship instead of letting them drift and deteriorate."

979. U. S. CHILDREN'S BUREAU. *Child Labor Facts and Figures*. Bureau Publication No. 197. Washington: Government Printing Office, 1933. 85 p. (10 cents)

The general situation of gainfully employed children in the United States, types of employment, ages and geographical distribution, working conditions, legal regulation, and a brief history of child labor from medieval Europe to the present time.

980. U. S. CHILDREN'S BUREAU. *Children Engaged in Newspaper and Magazine Selling and Delivering*. Bureau Publication No. 227. Washington: Government Printing Office, 1935. 60 p. (10 cents)

Data gathered from more than 4,000 children under 16 years of age in 17 cities during a field survey made in the spring

of 1934. Schools were visited and schedules obtained from boys and girls classified as newspaper sellers, newspaper carriers, magazine sellers and carriers. Contains many tables and illustrations of ages, hours, and earnings, as well as discussion of employment policies and social aspects of street selling.

981. U. S. OFFICE OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION. *State Compulsory School Attendance Standards Affecting Employment of Minors — State Child Labor Standards*. Unnumbered publication, 1935. 54 p. mimeo.

Material prepared by the U. S. Children's Bureau. Summaries of the main provisions of state laws affecting the employment of minors, with additional material relating to employment certificates, school attendance, street trades, hazardous occupations, and the status of illegally employed minors under the workmen's compensation laws. Emphasis is placed upon the regulation of the employment of minors in industrial and commercial occupations. Laws relating to the appearance of children in public exhibitions are not covered.

CHAPTER VIII

A D O L E S C E N C E

- A. Psychology and Problems of Adolescence, Nos. 982-1029
See also 614, 874, 1069, 1439, 1520
- B. Adolescent Boys, 1030-1034
See also 1524-1537
- C. Adolescent Girls, 1035-1040
See also 1538-1543, 2093-2095, 2224
- D. Physical and Mental Development, 1041-1052
See also 2473-2476
- E. Sex Education, 1053-1064
See also 214

THE stage of growth extending approximately from the onset of puberty to the attainment of adulthood has always been of interest to parents and to the clan or community, but has apparently been amazingly little understood during the greater part of human history. Among primitive peoples the pubertal period is often the occasion for subjecting the youth to barbaric rituals, some of which are notoriously difficult to endure. Even in civilized societies the uncontrollable but frequently conspicuous physical and emotional aberrations which bring temporary discomfort and embarrassment to the adolescent are greeted as often with thoughtless ribaldry as with sympathetic understanding.

As yet only a few pioneer scientists have concerned themselves long with the problem of finding with precision the characteristics of adolescent growth by means of anthropometric measurements and tests of intelligence and emotion administered to large numbers over an extended succession of years. There is, however, a modern tendency among enlightened medical men, psychologists, psychiatrists, teachers, parents, social workers, and men of religion, to join in painstaking observation and study of the development of youth, and to chart the attributes of adolescence so that a more intelligent comprehension of its nature may emerge. This trend is building a growing literature, a small part of which, some scientific and some popular, is referred to in this chapter.

A. PSYCHOLOGY AND PROBLEMS OF ADOLESCENCE

982. ANDERSON, WILL D. "The Emotions of Adolescence." *Chicago Schools Journal* 19:22-5, September, 1937.

States that recent statistics deny the assumption that instability and emotional upheaval usually accompany the adoles-

cent period. Other problems remain, however: the social environment, disorganized homes, poverty, parents' control, and the child's companions. Mentions the ordinary manifestations of this age. How schools can help in pupils' adjustment by activity programs. A grave problem arises when boys and girls must reconcile radical differences between code and conduct in an adult society.

983. ARLITT, ADA H. *Adolescent Psychology*. New York: American Book Co., 1933. 246 p.

Intended as a guide for teachers and students interested in growing boys and girls. The introduction prepares the way for the rest of the book by a brief history of primitive societies and their ceremonies in connection with the onset of puberty.

984. AVERILL, LAWRENCE A. *Adolescence: A Study in the Teen Years*. Boston: Houghton Mifflin, 1936. 503 p. (\$2.25)

Presents its material chiefly by the case study method; illustrates by problems concerning young people's ideals, morals, and religion. Criticizes the institutions of home, school, and community because of their failure to provide satisfactory training for happy, useful adult lives. Suggests a plan for organizing the community to serve the interests of its youth.

985. BOORMAN, W. RYLAND. *Personality in Its Teens*. New York: Macmillan, 1931. 268 p.

A boys' worker has brought together correspondence from 300 Hi-Y boys which throws light on many of their personal problems. A group of 20 boys was chosen for special emphasis and their letters form the main part of the book. From the material we get a picture of the boys' views concerning social relationships, athletics, morals, ideals, religion, and vocations.

986. BRONNER, AUGUSTA F. "Adolescent Anxieties." *Child Study* 13:206-8, April, 1936.

Special problems of this period and factors influencing behavior. The importance of parents being able to anticipate many of these problems and thus

make it easier for all concerned, also the great importance of providing a happy home atmosphere in which growing boys and girls may feel secure and satisfied.

987. BROOKS, FOWLER D. *Psychology of Adolescence*. Boston: Houghton Mifflin, 1929. 652 p. (\$3.00)

A study of the physical, mental, emotional, moral, and religious development of adolescents; personality problems; and behavior. Many problems and questions submitted by students of Dr. Brooks at Johns Hopkins are included in this comprehensive volume.

988. CHICAGO ASSOCIATION FOR CHILD STUDY AND PARENT EDUCATION. *The Child's Emotions*. Proceedings of the Mid-West Conference on Character Development, February, 1930. Chicago: University of Chicago Press, 1930. 406 p.

This volume emphasizes the fact that more than physical and intellectual factors determine a child's development through adolescence, and presents evidence of the importance of a sound emotional life. There are sections on fear, anxiety, religious feelings, and sex.

989. COLE, LUILLA W. *Psychology of Adolescence*. New York: Farrar and Rinehart, 1936. 503 p. (\$2.75)

The adolescent in his environment, including a discussion of modern education. Includes case records, tables, charts, and reading lists.

990. CONKLIN, EDMUND S. *Principles of Adolescent Psychology*. New York: Henry Holt, 1935. 437 p. (\$3.00)

A thorough treatment of all phases of adolescent life, factors influencing personality, and discussion of seriously maladjusted boys and girls.

991. COOLEY, EDWIN J. "Blast Furnace of Adolescence and the Schools." *School Executives' Magazine* 48:483-5, July, 1929.

Points to the ever-growing and much-needed scientific approach toward understanding and adjusting young persons in their relations to the home, school, society in general, church, industry, and the government.

992. DIMOCK, HEDLEY S. *Rediscovering the Adolescent*. New York: Association Press, 1937. 287 p. (\$2.75)

A significant research project in the personality development of 200 boys living in Milwaukee and Kenosha, Wisconsin, aged 12 to 14 at the beginning of the two-year study. Among the host of questions this investigation sought to answer were: At what age do boys enter pubescence and can the age be predicted? What is the influence of physiological development upon other changes occurring during adolescence? What factors determine a boy's acceptability in a group? How do typical adolescents spend their time? What are their play interests, their religious and moral attitudes? What seems to determine social maladjustment? The boys were observed in groups, including public school classes, play groups, church classes, Boy Scouts, and Y. M. C. A. Clubs. The techniques involved personal interviews by Y. M. C. A. workers, physical examinations, standardized tests, and case studies.

993. FOSTER, ROBERT G. "Sociological Research in Adolescence: Institutional Demands." *American Journal of Sociology* 42:87-94, July, 1936.

Lists eight types of institutional demands upon adolescents and, as an example, fully outlines the demands made by the school.

994. GORDON, PHOEBE. "Teen Age and its Money Problems." *Clearing House* 11:402-6, March, 1937.

Based upon statements from 600 seniors in two Minneapolis high schools and one other Minnesota high school. This article gives the younger generation credit for sportsmanship in dealing with problems of working part-time, spending money, clothes, and the family finances.

995. GRUENBERG, BENJAMIN C. "Social Adjustments and Responsibilities of Youth." *Child Study* 7:202-4, April, 1930.

Explains the development of social adjustment in young people, including hindrances and favorable media; the responsibility of home and school for cultivating desirable social attitudes. "Development comes not by imposing standards from without but by helping the boy or girl to satisfy his own social needs and potentialities in progressively more mature ways."

996. HART, HUBERT N. "Adolescence and Respectability." *High Points* 18: 18-24, February, 1936.

Common adolescent vagaries, youthful "radicals", and the kinds of respectability parents, teachers, and other adults represent. Discusses boys' and girls' rebellion against their parents.

997. HYGEIA. "Adolescence Need Not Be a Harried Period of Stress and Strain." *Hygeia* 13:958, October, 1935.

Mentions some characteristics of adolescence and some ways of making the transition from childhood to maturity easier. "It is during this adolescent period that the child's emotional desires probably reach their maximum, but he has not yet attained the proportionate judgment and control. It is normal for a child to wish to grow up, a natural in-

centive that must be fostered and encouraged along the way so that he can take the hurdles toward maturity without too crippling a sense of defeat."

998. IRION, THEOPHIL W. H. "An Interpretation of Recent Literature Concerning the Psychology of Adolescence." *Junior-Senior High School Clearing House* 5:270-9, January, 1931.

A review of the general trend of thought in recent literature on adolescence. "The two great problems of adolescence, so far as the high school is concerned, are the problem of self-orientation and the problem of social orientation." Points out that the more recent books have emphasized the problems of adolescence and the need of guidance while the older volumes on adolescent psychology "endeavored to make adolescents differ psychically from pre-adolescents and adults by virtue of adolescence alone."

999. JERSAWIT, VIOLET A. "Adolescent Discontents, as They Voice Them." *Child Study* 9:228, April, 1932.

States that the complaints of adolescents are of two kinds: "conscious dissatisfactions which have to do largely with restraints, overprotection, and parents' unwillingness to trust young people with responsibility" and which are to a considerable extent a necessary part of growing up, and "less conscious but more significant resistances to subtle pressures which the young people themselves cannot define." Examples of each type are given.

1000. JONES, MARY C. "Adolescence, A Study in Human Relations." *Journal of Home Economics* 28:532, October, 1936.

Some aspects of adolescent social behavior, as revealed by a study of a group

of boys and girls, and reported at the 1936 meeting of the American Home Economics Association.

1001. KEMPF, JOSEPH G. "Understanding Youth." *Catholic School Journal* 35: 253-5, October, 1935; 35:285-8, November, 1935.

"In the training of the will, motives are all-important. Youth begins to be open to higher abstract motives. But just as human beings do not leap suddenly from childhood to maturity, so the change from the motives of childhood to the highest abstract motives is not made at a bound. In order to bridge the gap, it is necessary to offer goals that begin with something to be realized here and now, and continue to set goals that are further off and more difficult, so that youth shall gain them one by one."

1002. LEITCH, NORMA P. "On Understanding the Adolescent." *Public Health Nursing* 27:485-8, September, 1935.

What the high school nurse may do to help young people through the growing period, especially by counseling in correct diet and health habits and giving sympathetic advice on troubling problems.

1003. LOVEJOY, PHILIP C. "A Cooperative Project in Adolescent Appraisal." *High School Teacher* 6:28-30, January, 1930.

Presents a series of 34 questions which were given five and ten years ago to a number of high school young people in small classroom groups to find out what the younger generation was thinking. Suggests that teachers in various sections of the country give the same questionnaire in the same manner as previously presented in order to check up on any changes in group attitudes.

1004. McCORMACK, THOMAS J. "Character in Adolescence." *Child Study* 13: 105-8, January, 1936. Reprinted from *Our Children: A Handbook for Parents*, edited by Dorothy Canfield Fisher and Sidonie M. Gruenberg.

Deals with adolescent problems, loyalties, and conflict with elders. The author is convinced that only by re-educating themselves can adults guide children successfully, and that character is developed by observing and following good examples.

1005. McHALE, KATHRYN; SPEEK, FRANCES V.; AND HOUDLETTE, HARRIET. *Adolescence: Its Problems and Guidance*. Washington: American Association of University Women, 1932. 74 p.

A syllabus attempting to treat the subject in positive rather than negative aspect, under these topics: expected endocrine status of adolescence; limits of growth of intelligence; and the cultures of *Coming of Age in Samoa*, *Growing Up in New Guinea*, and *Middletown*.

1006. MEAD, MARGARET. "Sociological Research in Adolescence: Culture and Personality." *American Journal of Sociology* 42:84-7, July, 1936.

Procedures and goals in the study of adolescent culture and personality.

1007. REDL, FRITZ. "Adolescence and the Parent." *Child Study* 14:235-6, May, 1937.

"If you want your children to outgrow adolescence, you must first give them the chance of being adolescent, in the worst meaning of the word as well as in its best. Don't force your child to be grown up before his time. Wait until he is ready to grow up. The speed and the rhythm of development are very different for different children."

1008. REUTER, EDWARD B. "Sociological Research in Adolescence: The Adolescent World." *American Journal of Sociology* 42:82-4, July, 1936.

Defines the subject, states some adolescent conceptions of formal institutions, rights, and behavior; suggests questions and groups to be studied; describes methods suitable for research.

1009. REUTER, EDWARD B. "The Sociology of Adolescence." *American Journal of Sociology* 43:414-27, November, 1937.

Discounts the biological explanation of conflicts and turmoil at this period and attributes behavior to the cultural trends in any given civilization. There is little sociological scientific research on adolescents' problems except as regards deviant behavior. An excellent source of material for such study is the child's written expression of conduct and attitudes, standards and ideals, revealed in letters, diaries, poems, and stories. These records lose their former great value as the child becomes more adult and are often easily accessible. There is a list of kinds of material obtainable for research from this source.

1010. RICHARDS, ESTHER L. "Understanding the Adolescent." *Journal of the American Association of University Women* 23:197-201, June, 1930. Same, *Child Welfare* 25:91-4, October, 1930.

Pointers for parents on how to manage adolescents intelligently. "The behavior problem in adolescence, as the behavior problem in childhood, is always an individual matter, and not all amenable to any formula."

1011. RICHMOND, WINIFRED V. "Dilemmas of Adolescence." *Child Study* 13:174-6, March, 1936.

The universal desire of adolescents to conform to the group; suggestions for

arriving at mutual understanding between children and parents; and advice to elders concerning the most effective way to influence these boys and girls in the right direction.

1012. RUNNER, JESSIE R. "Social Distance in Adolescent Relationships." *American Journal of Sociology* 43:428-39, November, 1937.

Considers the writings of adolescents of immense value in understanding the social growth of normal youth. This article describes the author's method of interpreting social distance, assuming seven zones of relationship: the confidante, the intimate, the familiar, the acquaintance, active group participation, passive group membership, and the spectator role. Keys and diagrams illustrate technical aspects of a study of two girls' diaries. "The diagrams serve to show the personality in its true light, as a function of the social environment."

1013. SACHS, BERNARD. "Adolescence." *Commonweal* 25:345-7, January 22, 1937.

Criticizes those who apply Freudian theories to children and young persons; who subject them to psychoanalysis and overemphasize sex education; who discourse on parent-child and teacher-child relationships, when the whole problem of guiding adolescents can be reduced to teaching honesty, self-control, and brotherly love, tempered with judicious discipline.

1014. SADLER, WILLIAM S., AND SADLER, LENA. *Piloting Modern Youth*. New York: Funk and Wagnalls, 1931. 370 p. (\$3.50)

A book written to help adults understand the nature of the changes taking place at adolescence. Chapters on: Why Is Adolescence a Problem; The Psychol-

ogy of the Family; The Psychology of Adolescence; Emotional Reactions of Youth; Personality of the Adolescent; Disturbances of Personality; Emotional Conflicts; Discipline and Punishment; Home Weaning of Adolescents; Social Problems of Adolescents; The Adolescent Student; Recreational Aspects of Adolescence; The Direction of Youthful Initiative; Sex Education; Falling in Love; Courtship and Marriage; The Religious Aspects of Adolescence. Includes a bibliography and an appendix with material on instincts, emotions, sentiments, and personality traits.

1015. SCHROEDER, LOUIS C. "The Prevention of Adolescent Problems." *Health Examiner* 3:15-22, March, 1934.

Emphasizes the importance of preventing physical infirmities in adolescence and of improving methods of handling personality and behavior problems, and indicates the role of the pediatrician and the general practitioner in relation to the prevention of adolescent disorders. "Good preventive work can be done during the adolescent years although practically very little of it will be necessary if the earlier periods have been such as to bring the boy or girl up to puberty with a sound body and an adjusted personality."

1016. SCHWAB, SIDNEY I., AND VEEDER, B. S. *The Adolescent — His Conflicts and Escapes*. New York: D. Appleton, 1929. 365 p.

Written from the viewpoints of a neurologist and a pediatrician. Following a discussion of the physical aspects of adolescence, there is a longer treatment of the social aspects, and ways in which young people adapt themselves to their environments. The various chapters deal with backgrounds, family, education, work, sex, religion, behavior, personality, escapes, and mental derangements.

1017. SPALDING, ARTHUR W., AND COMSTOCK, BELLE W. *Days of Youth: A Study of the Period of Adolescence*. Vol. V, The Christian Home Series. Mountain View, Cal.: Pacific Press Publishing Association, 1932. 320 p.

The fifth in a series of five books on Christian home making and child training written especially for parents of adolescents. The volume is divided into three parts, dealing respectively with early, middle, and late adolescence. Topics discussed include: Physiology of Adolescence; Recreation and Work; Social Trends and Their Direction; Mental Interests and Development; Ethical and Spiritual Life; Social and Religious Interests; Ideals of Youth; Social Relations for Future Life. Includes an appendix with suggestive outlines of study and a bibliography. Supplementary readings follow each chapter.

1018. SYMONDS, PERCIVAL M. "Comparison of the Problems and Interests of Young Adolescents Living in City and Country." *Journal of Educational Sociology* 10:231-6, December, 1936.

Based on data gathered in a study of problems and interests in 15 areas of human concern, reported in *School Review* for September, 1936. Includes 829 pupils from a New York City high school, 812 pupils in junior and senior high schools in Tulsa, and 422 high school students in Kane, Pennsylvania. Among the conclusions are these: city pupils seem to have more problems concerning health and recreation, and less trouble concerning money, planning their time, and civic affairs. City pupils express more interest in matters of sex, personal attractiveness, getting along with others, and ideals, and less interest in money matters.

1019. SYMONDS, PERCIVAL M. "Life Problems and Interests of Adolescents."

- School Review* 44:506-18, September, 1936.

A study of the importance attributed to 15 life questions by 1,641 high school students in Tulsa and New York City. The questions related to health, personal attractiveness, sex, recreation, money, civic interests, and study habits. The items were checked on the basis of interest felt and also according to their rank as sources of worry. Health, and personal attractiveness were ranked highest for interest and of greatest importance as problems, while civic interests, daily schedule, and sex adjustment were ranked lowest in interest and of least importance as personal problems.

1020. SYMONDS, PERCIVAL M. "Sex Differences in the Life Problems and Interests of Adolescents." *School and Society* 43:751-2, May, 1936.

Observations made concerning this aspect of Symonds' study of problems and interest in 15 areas of human concern, as expressed by 812 Tulsa high school students and 829 New York City high school students. Tables show rankings given by boys and girls and the differences in each case. States the educational implications of the opinions expressed. Some conclusions: boys rate money higher as a problem and personal attractiveness and etiquette lower as problems than girls; they show greater interest in safety, health, money, civic affairs, recreation, and study than girls, and less interest in personal attractiveness, etiquette, and getting along with people.

1021. THOM, DOUGLAS A. *Guiding the Adolescent*. Bureau Publication No. 225. U. S. Children's Bureau. Washington: Government Printing Office, 1933. 94 p. (10 cents)

A bulletin for parents. It contains practical information concerning prob-

lems which arise in the process of growing up, under chapter headings of: Physical Growth and Development, Attitudes toward Sex, Adolescence and Mental Development, Learning to Use Leisure, Evading Reality, The Adolescent and His Companions, and other topics. A short bibliography is included.

1022. THOM, DOUGLAS A. "The Normal Adolescent." National Probation Association, *Yearbook* 1936:253-65.

It is obligatory upon the family and society to furnish the opportunity for children to acquire habits, personality traits, and mental attitudes which will enable them to meet disappointment and failure with courage and common sense. "Adolescent guidance will be effective in direct relation to the efficiency of the pre-adolescent training and the emotional stability of the parents."

1023. THOM, DOUGLAS A. *Normal Youth and Its Everyday Problems*. New York: D. Appleton, 1933. 367 p. (Trade edition \$2.50, text edition \$2.25)

A book intended for parents, teachers, nurses, camp directors and counselors, leaders of recreation groups, and others interested in child welfare. "The efficiency with which the adolescent meets his obligations and his responsibilities, the wisdom which he displays in handling his freedom, and the frankness with which he meets life and his own problems, depend to a very large extent upon what he has acquired in the way of habits, mental attitudes and personality traits. These are his stock in trade and the tools with which he must make a place for himself in the social and industrial scheme of life."

1024. WASHBURN, JOHN N. "The Social Adjustment of Adolescents." *Reconstructing Education Through Re-*

search, p. 288-92. Washington, D. C.: American Educational Research Association, May, 1936. 301 p. (\$1.50)

A paper dealing principally with measurable symptoms of social and emotional maladjustment in adolescents. Tests were administered over a ten-year period to more than 10,000 children, adolescents, and adults matched for intelligence, sex, and age, but differing in social behavior. Discusses implications for schools of traits revealed. Considers progressive schools excellent in training for development of constructive social behavior and in creating psychological stability and security through their mode of discipline.

1025. WILLIAMS, FRANKWOOD E. *Adolescence: Studies in Mental Hygiene*. New York: Farrar and Rinehart, 1930. 279 p.

An exposition of thoughts stimulated by various occasions on which the author was asked to speak on one or another of the problems of adolescence. "It seems to me that the adolescent, getting ready to face the world, has two major problems before him . . . These two problems are, first, emancipation from the home, and second, the establishment of hetero-sexuality. Everything in the future depends upon the success of the boy or girl in solving these two problems."

1026. WILLIS, Z. F. "Outlook of Fourteen to Eighteen." *Adult Education* 8: 125-7, December, 1935.

Defines the task of teachers and other leaders of adolescents. Believes the emotions of these boys and girls need to be educated and that they must be instructed in current civic affairs and issues concerning social progress.

1027. ZACHRY, CAROLINE B. "A Progress Report on the Study of Adolescents." *Progressive Education* 12:484-8, November, 1935.

The director of research of the Committee on the Study of Adolescents of the Progressive Education Association calls attention to some of the values that may be expected from the current survey. "The aim of our case histories is to present a picture of the total personality of every adolescent in each school group that we are studying. Through the histories we hope to obtain a picture of the structure and inter-relationships of each group and an analysis of the constructive and destructive elements in the school curriculum as they are reflected in individuals and in the group as a whole."

1028. ZORBAUGH, HARVEY W. "Adolescence: A Look Backward and Ahead." *Child Study* 13:44-6, November, 1935.

Questions the inevitability of a stormy period of adolescence; asks whether it is a natural or artificial occurrence. Contrasts our civilization with that of primitive societies and refers to Margaret Mead's *Coming of Age in Samoa*, describing adolescent problems in a simpler culture. Lays all the responsibility for this period of adjustment at the feet of parents, whose duty it is to acquaint their children with economic conditions and standards, to inculcate a sense of independence, and to prepare them for adult life and marriage, which would naturally include suitable sex instruction for different age levels.

1029. ZORBAUGH, HARVEY W., AND PAYNE, L. V. "Adolescence: Psychosis or Social Adjustment?" *Journal of Educational Sociology* 8:371-7, February, 1935.

Considers the nature of the adolescent period and the problems of adjustment related to it and stresses the importance of sex education by quoting the opinions of such authorities as Phyllis Blanchard, William Healy, Cyril Burt, Leta Hollingworth, Agnes Conklin, and

Margaret Mead. "Sex education will not solve the problems of adolescence. Many of our youth will fail to meet the demands of adult living for reasons other than sex ignorance. But unhealthy sex attitudes are intimately interwoven with the pattern of our civilization. Sex education and counseling can do much to eradicate these unhealthy attitudes. In eradicating them, one of the major hazards of adolescence will have been removed."

B. ADOLESCENT BOYS

1030. LOOFBOUROW, GRAHAM C., AND KEYS, NOEL. "A Group Test of Behavior Tendencies in Junior High School Boys." *Journal of Educational Psychology* 24:641-53, December, 1933.

An experiment in selecting tests to distinguish delinquents or behavior problem boys. Tried out on boys of 12 junior high schools in San Francisco, on the entire male enrollment of a small junior high school in Oakland, and on boys in the Whittier State (Reform) School, and control groups. "The result is the assembling of a test battery of considerable reliability and discriminative power which is yet entirely practicable for use under normal public school conditions."

1031. O'NEIL, JEROLD. *Today's Boy and Today's Problems*. New York: Sears Publishing Co., 1932. 257 p.

A book addressed to the younger generation which discusses opportunity, success, ambition, work, ideals, courtesy, traditions, loyalty, parents, the girl friend, and reading habits in an effort to inspire young people and to orient them in the right direction so as to help them achieve a "manhood which will be entirely expressive of a splendid heritage—one which will be the embodiment of all that is worth while in the light of the

great ideals that have been a beneficent force through all the ages."

1032. O'NEIL, JEROLD. *That Problem Called the Modern Boy.* New York: Sears Publishing Co., 1931. 233 p.

Sees the rebirth of a more satisfying home life as one of the solutions of the youth problem and seeks to encourage youth to have a higher regard for spiritual values. The book is intended to increase parents' understanding of the younger generation. Chapters on: The Home; Youth's Cleverness; A Plea for the Problem Boy; Youth's Viewpoints; Parents and the Modern Youth Problem; Modern Youth and Education; That Thing Called Leisure; Some Remedies.

1033. PARTRIDGE, ERNEST DE ALTON. *Leadership Among Adolescent Boys.* Contributions to Education No. 608. New York: Teachers College, Columbia University, 1934. 109 p.

Develops a technique for identifying leaders in a group, through research involving 143 boys 12 to 17 years of age enrolled in a summer camp and 226 Boy Scouts in six different troops in and around New York City. Previous studies are critically reviewed, the characteristics of leaders as compared with those they lead are investigated, and an effort is made to determine the amount of influence of various leaders upon the attitudes of their group.

1034. RICHMOND, WINIFRED V. *The Adolescent Boy.* New York: Farrar and Rinehart, 1933. 233 p.

The anthropological and historical background of our modern environment; the physiology and psychology of puberty; various types of subnormal and abnormal behavior that appear during adolescence; delinquency; and problems of normal youth including "his conflicts

and escapes", his school and social problems, his problem of vocational choices, how to occupy his leisure, and how best to fit himself for the future. Includes a bibliography and chapter references. "But in addition to the human contacts and the inspiration it affords him, in addition to the information it imparts and the formal training it gives, we must require of the school of the future that it teach the child to think, to tolerate another's point of view, and to understand the reasons for some of his own actions."

C. ADOLESCENT GIRLS

1035. CAVAN, RUTH S., AND CAVAN, JORDAN T. *Building a Girl's Personality: A Social Psychology of Later Girlhood.* New York: Abingdon Press, 1932. 175 p.

Intended for ministers, teachers, and leaders of girls' organizations who may find a brief summary of the social psychology of later adolescence useful. Includes chapter bibliographies and "thought provokers", excerpts from case studies and from narratives written by young people. Sections on: The Period of Youth; How Personality Develops; The Girl and Her Family; Goals, Marriage and the Job; Friendships; The Mind of Youth; The Emotional Balance Wheel; An Adequate Philosophy of Life. "The need of the present century is for self-reliant young women, with well-integrated personalities, controlled by high ideals of personal achievement and social responsibility . . ."

1036. CHADWICK, MARY. *Adolescent Girlhood.* New York: John Day, 1932. 303 p.

The first section treats historical aspects of girlhood: primitive races, the fairy tale, and adolescence in the past and present. Next follows a comprehensive discussion of problems of normal girls, physical changes and their psychological effects, emotional conflicts, the home and

parents, brothers and sisters, school, friendships. Offers suggestions which should be useful to those who feel the need of better understanding of adolescent girls, how to help them by sympathetic listening to their confidences and by setting them examples of right living.

1037. ELLIOTT, GRACE L. *Understanding the Adolescent Girl*. New York: Henry Holt, 1930. 134 p. (\$1.25)

Background material for adolescent girls, teachers, leaders, parents, and other adults. Chapters include: Understanding Adolescent Behavior; Major Adjustments of Adolescence; Common Adolescent Difficulties; Growing out of Adolescence Successfully; Enriching the Life of Adolescents; Adults and Adolescents. Includes chapter bibliographies. "Adults, therefore must realize that adolescents are at varying degrees of emotional maturity and at various stages of growing up. Constructive relationship involves an understanding of these immaturities but, at the same time assistance in growing out of them. People do not grow emotionally with nearly so much symmetry as uncritical judgment might assume."

1038. LEONARD, EUGENIE A. *Concerning Our Girls and What They Tell Us: A Study of Some Phases of the Confidential Relationship of Mothers and Adolescent Daughters*. Contributions to Education No. 430. New York: Teachers College, Columbia University, 1930. 192 p.

A study of the religious aspect of mother-daughter relationships as revealed through questionnaires filled out by 303 girls attending the Wadleigh High School, New York City.

1039. LEONARD, EUGENIE A. *Problems of Freshman College Girls: A Study of Mother-Daughter Relationships and Social Adjustments of Girls Entering College*. Child Development Monographs,

No. 9. New York: Teachers College, Columbia University, 1932. 139 p.

Presents information gathered from the replies of 203 freshman girls at Syracuse University in 1930 and of 175 of their parents, to a brief questionnaire covering such topics as: choice of college, vocational choice, religious habits and attitudes, the use of money, selection of wearing apparel, care of clothes and room, previous experience away from home, the experience of leaving home, homesickness, health habits, smoking, sex adjustment, making friends, and social habits. In addition, intelligence ratings were obtained for the girls; and their health ratings, social adjustment ratings, and academic achievement records were secured from the high schools and college they had attended. Voluntary statements obtained from 177 of the girls concerning what girls should know and do before leaving home for college are also included.

1040. SMITHIES, ELSIE M. *Case Studies of Normal Adolescent Girls*. New York: D. Appleton-Century, 1933. 284 p. (\$2.00)

Explains the case history technique by means of carefully chosen cases which illustrate typical problems of adolescent girls such as self distrust, physical disability, exhibitionism, volitional retardation, depression, insecurity, parental dominance, and feelings of inferiority. Includes a bibliography.

D. PHYSICAL AND MENTAL DEVELOPMENT

1041. BOLTON, FREDERICK E. *Adolescent Education*. New York: Macmillan, 1931. 506 p. (\$3.00)

Analyzes the physical, mental, and emotional characteristics of growing youth and the dangers of imposing unnatural restraints upon them. Some chapter heads are: The New Era in Adolescent

Education, Adolescent Imitation, Adolescent Imagination, Attitudes and Emotions, Intelligence, Mental Deviation, Youth and Crime, Objectives of Secondary Education, and Character Education.

1042. BRUSH FOUNDATION AND WESTERN RESERVE UNIVERSITY. *Physical and Mental Adolescent Growth*. Proceedings of Conference on Adolescence, Cleveland, Ohio, October 17 and 18, 1930. Cleveland: the Foundation, 1930. 152 p.

Papers read at this conference deal principally with research along the lines of physical development. Other specialists report on the development of personality, and play as expression and training.

1043. CHENOWETH, L. B. "The Hygienic Problems of Adolescence." *Journal of Health and Physical Education* 2:15-17, May, 1931.

Discusses the prevailing neglect of adolescents' health education and lists rules for adults to consider in the care of growing boys and girls, such as proper diet, exercise, physical examinations, sex instruction, companionship, and play.

1044. CRAMPTON, C. WARD. "Some Techniques in the National Health Education of the Adolescent." *Health Officer* 1:384-8, February, 1937.

The policy and method of the health information service of the Boy Scout publication, *Boys' Life*. Some problems of adolescent boyhood, relating to physical achievement, physical impairments, and emotional and mental difficulties. Seeks the cooperation of public health officers in bringing to these growing youth the kind of help they need for their best development.

1045. DELL, FLOYD. "Adolescent Education." *Progressive Education* 9:473-81,

November, 1932; and 10:18-26, December, 1933.

In the November article the author discusses what is wrong with the high schools, suggests that a drastic revision of the curriculum be made, and presents a few illustrations of the types of reform needed. The December article is concerned with the relation between play and education, education as an interpretation of life, the high school as a social center, and educational and sexual development. "If we think of education as the encouragement of aptitudes for civilized adult living, it is clear that the high school tends, in current practice, to take too narrow a view of its educational functions."

1046. GARLAND, JOSEPH. *The Road to Adolescence*. Cambridge: Harvard University Press, 1934. 293 p. (\$2.50)

Chapters on anatomy, care of the body, nutrition, first aid, vaccines and serums, behavior problems, special problems in education, the school, home, and camp.

1047. HEDGER, CAROLINE. "Health Standards for the Adolescent." *Child Health Bulletin* 11:89-92, May, 1935.

Summarizes the desirable points of a sound health program for growing boys and girls.

1048. HOBSON, J. R. "Physical Growth and Scholastic Achievement at Adolescence." *Harvard Teachers Record* 5:155-64, June, 1935.

The record of 522 boys and 550 girls in the Harvard Growth Study revealed that the rapidity of increase in height or weight of growing boys bears no significant relationship to scholastic gains, as shown by standardized arithmetic and reading tests; and the rapidity of increase in height or weight of growing girls has

no effect on scholastic gains, by the same measurement.

1049. LONG, FORREST E. "Adolescent Education: Criticism of Floyd Dell's Articles." *Progressive Education* 10:109-10, February, 1933.

Takes issue with two recent articles by Floyd Dell, which appeared in *Progressive Education*. Analyzes some of the statements made in them, and defends the public schools from some of the criticisms implied. "Adolescent education properly conducted, ought to constitute itself an interpretation both of adult life and of the adolescent period as one of preparation for it."

1050. MALZBERG, BENJAMIN. "A Statistical Study of the Prevalence and Types of Mental Disease among Children and Adolescents." *Psychiatrical Quarterly* 5: 511-37, July, 1931.

Factual information on the trends in mental disease among children 10 to 20 years of age in the United States. Includes seven statistical tables. "Summing up the evidence we may therefore conclude that though mental disorders are relatively very infrequent at ages under 20 years and specially so at ages under 15, there has nevertheless been a real increase in their prevalence in these age groups from 1904 to 1922. This increase occurred in absolute numbers, and again when the latter were related to the corresponding general populations."

1051. WASHBURN, JOHN N. "The Mental Development of Adolescents." *Progressive Education* 13:240-5, April, 1936.

Considers that all studies, projects, and behavior should be directed toward personal and social integration. A sense of progress must motivate the learning process, and satisfactory development de-

pends upon experimentation and consistent evaluation of materials studied.

1052. WILSON, JAMES G. "Some Averages of Anthropometrical Measurements of Freshman Men." *Journal of the American Association of Collegiate Registrars* 13:70-6, October, 1937.

The author has kept records for freshmen at the University of Kansas since 1903, which has insured uniform testing methods and systematic recording of data. The age range is from 16 to 21 years, and there have been over 7,000 cases examined by the physical education staff. Describes some of the differences in results of this study and others made by certain other colleges. Tables illustrate findings in age, height, weight, and measurements. University of Kansas freshmen were younger on the average than freshmen of Amherst, Yale, of Wisconsin, whose studies are compared with the present one.

E. SEX EDUCATION

1053. BEATTY, WILLARD W. "Sex Education in the Public School." *Public Health Nursing* 28:376-9, June, 1936.

Describes a plan developed in Bronxville, New York, and discusses the training and personality of teachers, the function of the public health nurse, the effect of proper sex instruction on social behavior, and the wisdom of beginning the courses in elementary schools.

1054. BIGELOW, MAURICE A. *Sex Education*. New York: American Social Hygiene Association, 1936. 307 p. (\$1.20)

Revisions in this well-known book include new material on the history of the social hygiene movement; education in venereal diseases; morals and marriage; a new chapter, "Notes and Discussions"; and changes in the references cited.

1055. BOOTH, MEYRICK. *Youth and Sex.* New York: Wm. Morrow, 1933. 299 p.

Among the topics discussed are: youth in the world of today; the world in transition; the need for a positive ethic; the modern spirit; the old generation and the new; the new psychology and adolescence, with an explanation of the Freudian point of view; sex instruction; coeducation. "The future of western civilization depends upon our capacity to renovate its inward life and create a new synthesis, corresponding with the needs of the age yet not abandoning what is of abiding value in the past and bringing all the scattered elements into a harmonious working relationship."

1056. BRADSHAW, FRANCIS. "Sex Problems of the Teens." *Parents' Magazine* 10:19, August, 1935.

Discusses the new attitudes of boys and girls toward sex and furnishes advice to parents on sex education for young people. Includes a brief bibliography. "The significant fact is that the high school and college youth of today include sex and sex relations among their list of problems for general discussion along with prohibition, economic issues, science and religion, and the choice of a vocation. Sex is definitely a 'topic of the day.'"

1057. CURFMAN, WAYNE W. "Social Problems of Adolescent Youth." *Kansas Teacher* 31:7-8, April, 1930.

The need for adults to modify their guidance of youth to fit today's problems, and for both parents and schools to provide intelligent, reliable information on sex and family problems at suitable age-levels during the educating process.

1058. DE SCHWEINITZ, KARL. *Growing Up.* New York: Macmillan, 1931. 111 p. (\$1.75)

A simple explanation for children of the processes of birth and the nature of human love, with comparisons of similar phenomena in the lives of animals, insects, and flowers. There are 30 illustrations.

1059. ELLIOTT, GRACE L., AND BONE, HARRY. *The Sex Life of Youth.* New York: Association Press, 1929. 146 p.

The result of the work of the Commission on Relations between College Men and Women appointed by the Council of Christian Associations in September, 1927. Considers the relation of sex to life during the college or pre-marriage period. Chapters on: Human Sex Hunger; The Pre-Engagement Years; Complicating Factors; Petting; The Choice of A Mate; During Engagement; When to Marry; Religion and Sex. Includes a selected bibliography.

1060. JOURNAL OF SOCIAL HYGIENE. *Youth Number.* Vol. 23: 393-445, November, 1937.

Fourteen contributors have furnished the leading articles of this issue. Following is a list of titles and authors: "Youth's Response to the War on Syphilis", by George Gallup; "Youth's Own Fight", by A. M. Sirkin; "Social Hygiene Studied by the American Youth Commission", by Arthur L. Brandon; "The N. Y. A. and Social Hygiene", by Aubrey Williams; "Venereal Diseases in the Civilian Conservation Corps", by Robert Fechner; "4-H Club Work", by Gertrude L. Warren; "Social Hygiene Emphasis for American Education Week", by Lyle W. Ashby; "The Public Recreation Movement and Its Service to Youth", by Mary Breen; "Sex Education in the Y. M. C. A.", by John Brown, Jr.; "Social Hygiene Program, National Board, Y. W. C. A.", by Janet Fowler Nelson; "Parents on the Spot", by Aimee Zillmer; "Youth in Training for Marriage

through the Churches", by Leland Foster Wood; "Making the Community Conscious of Its Girls", by Marie A. Gezon; "Sex Education in the High School, Robinson, Illinois", by P. K. Houdek. There is also a list of references for further reading.

1061. REINHARDT, EMMA. "Some Student Opinions." *Journal of Higher Education* 7:93-5, February, 1936.

The reactions of 96 college students to a series of social hygiene lectures, and the general significance of this method of instruction for young persons of this age.

1062. U. S. PUBLIC HEALTH SERVICE. *Healthy, Happy Womanhood: A Pamphlet for Adolescent Girls and Young Women.* V. D. Bulletin No. 60. Wash-

ington: Government Printing Office, 1934. 16 p. (5 cents)

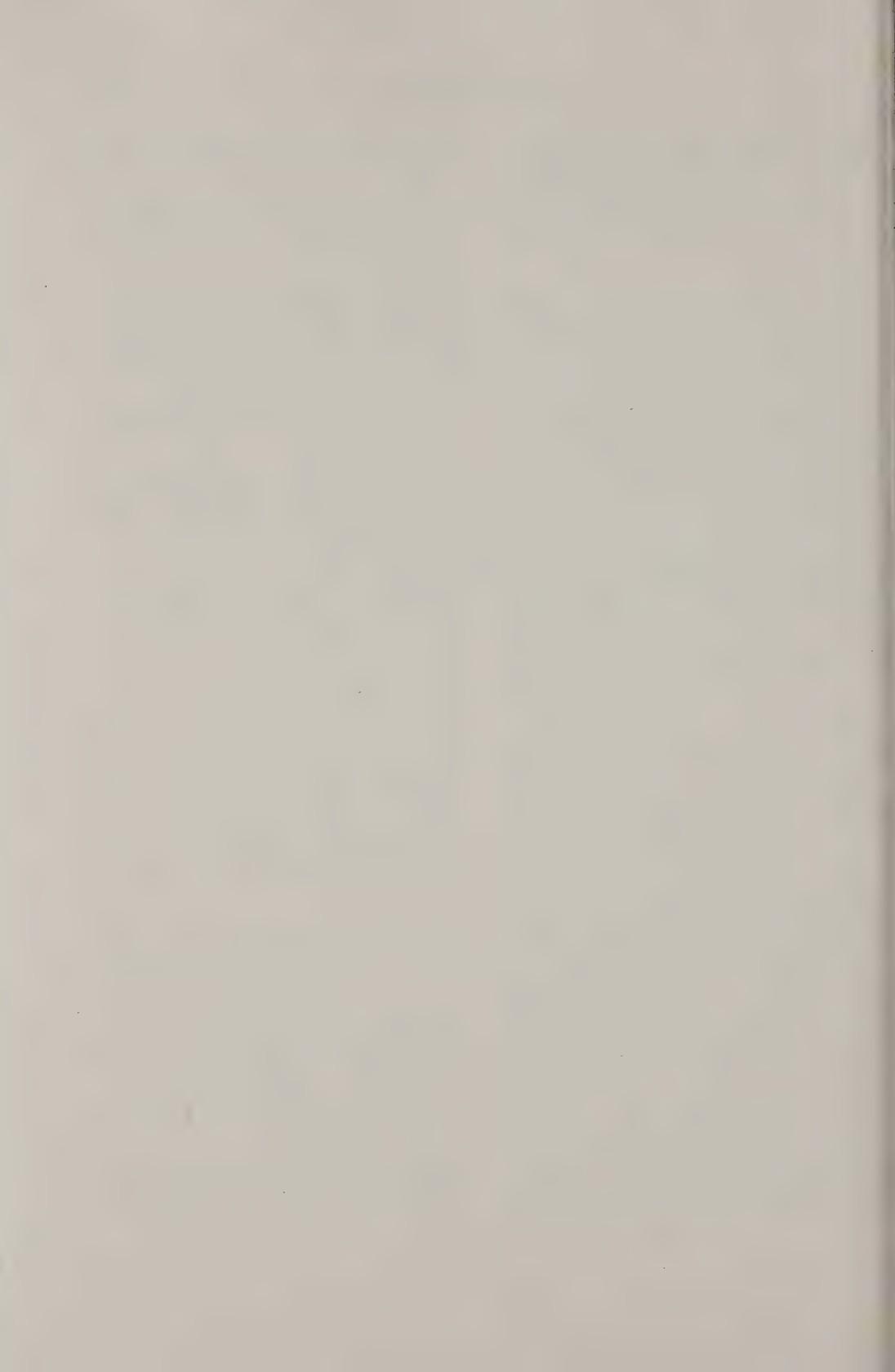
Stresses the importance of health, how to keep physically fit, the functions of the glands and of the reproductive system.

1063. U. S. PUBLIC HEALTH SERVICE. *Keeping Fit: A Pamphlet for Adolescent Boys.* V. D. Bulletin No. 53. Washington: Government Printing Office, 1934. 15 p. (5 cents)

Discusses reproduction, sex diseases, and physical fitness.

1064. U. S. PUBLIC HEALTH SERVICE, DIVISION OF VENEREAL DISEASE. *Sex Education in the Home.* Washington: Government Printing Office, 1930. 7 p. (5 cents)

Advice to parents concerning sex education for children and adolescents.



CHAPTER IX

FAMILY LIFE AND HOUSING

- A. The American Family and Youth, Nos. 1065-1090
See also 767-773, 1983, 2094, 2479
- B. The Problem of Marriage, 1091-1104
- C. Education for Marriage and Parenthood, 1105-1118
- D. Marriage Counseling Services, 1119-1123
See also 2477
- E. Housing, 1124-1134
See also 1511, 2478

IT has been argued that young people today are frustrated, hopeless, and limited in both outlook and opportunity. On the other hand, it has been argued that they are thinking about social problems with clarity and a maturity born of bitter economic experiences.

In support of the latter contention, we have the ever-growing concern, especially among college students, for successful marriages and for satisfying family relationships. Some of the courses offered in our schools and colleges have been organized in response to the requests of the students themselves. And their interests extend beyond the confines of the homes they expect to establish, into the provinces of child labor, health, medical care, and better housing for low-income groups. Does this not presage a generation better-prepared to meet the issues which confound their elders today?

While the schools reach great numbers of young persons, there are many completely out of contact with any agency equipped to help them in their search for instruction and counsel. Here the church and local welfare bodies can discharge a part of their obligation. We have examples of classes and discussion groups which are making a beginning in a type of service that has yet to be developed to any considerable extent.

A. THE AMERICAN FAMILY AND YOUTH

1065. AHL, FRANCES N. "A Defense of Modern Youth." *High School Teacher* 8:310-11, October, 1932.

Expresses faith in the younger generation and denies the truth of many of the criticisms made concerning them. "Whatever determines the character of a rising generation, however remote may be the influence of heredity, a very large portion of the responsibility must be cen-

tered on the immediate parents of the young. For it is an indisputable fact that children absorb their characters from their parents and constantly reflect what their elders think and do. They are essentially what their predecessors have been. The standards and example of their parents are primarily responsible for their aberrations. The home is the very heart of the Youth problem."

1066. ANDERSON, ALICE, AND DVORAK, BEATRICE. "Differences between College Students and Their Elders in Standards

of Conduct." *Journal of Abnormal and Social Psychology* 23:286-92, October, 1928.

A study aimed at finding out on which of four standards college students usually claim to base their conduct and to ascertain whether the standard usually chosen differed for grandparents, parents, and youth. A multiple-choice questionnaire of fifteen behavior situations was given to five different groups: college students, fathers and mothers, grandfathers and grandmothers, university professors, and social workers. Includes a copy of the questionnaire and a scoring key.

1067. BELL, EARL H. "The Family: Age Group Conflict and Our Changing Culture." *Social Forces* 12:237-43, December, 1933.

A study of the recreational and family organization conflicts found in an Iowa community. The differences are largely due to the fact that no new sanctions have arisen to fit the new age and are mainly concerned with spending money, the family car, and the forms of entertainment favored by the young people.

1068. BUCK, PEARL. "Where Are the Young Rebels?" *Harper's* 171:419-27, September, 1935.

The effects of a period of prosperity upon American young people; the harm caused by parents' indulgence and the teaching of individualism rather than a broad understanding of life.

1069. BURGESS, E. W. *The Adolescent in the Family: A Study of Personality Development in the Home Environment.* Report of the Subcommittee on the Function of Home Activities in the Education of the Child. White House Conference on Child Health and Protection. New

York: D. Appleton-Century, 1934. 473 p.

Part I is a study in comparison of native white, Negro, and immigrant children in rural areas, villages, and cities. Part II deals with the personality of the child and the family background, including socio-economic status, broken homes, health, sex education, delinquent children, and parent-child relations. There is also a discussion of the methods employed in this study and recommendations concerning the welfare of the groups under consideration.

1070. CHAMBERS, M. M. "Youth and the Family." *School and Society* 46:161-9, August 7, 1937.

"The Victorian family in full flower can never be identically restored. Many of its functions have already gone irreversibly to larger social units. And this transfer is by no means proof of moral degeneracy or social decay, but rather largely the result of adjustments made inevitable by the triumphs of technology in a social order geared to an earlier and simpler age . . . An immediate necessity is to create jobs for disabled youth, and nowhere can this be done more fittingly than in new educational, recreational, and health services, wherein expansion is an obvious corollary of a better culture."

1071. CHARTERS, W. W. "Youth and Age." *Educational Research Bulletin* 8:172, April 17, 1929.

Some points of conflict between parents and their children; advice intended to aid understanding each other's point of view.

1072. CUNNINGHAM, BESS V. *Family Behavior: A Study of Human Relations.* Philadelphia: W. B. Saunders, 1936. 444 p. (\$2.75)

A textbook intended for college readers, with the objective of helping

young people adjust themselves to their present family situations and to prepare them for life in their own homes of the future. Treats the sociological aspects of family relationships, mental hygiene problems, finances, leisure time, and other topics.

1073. ELMER, MANUEL C. *Family Adjustment and Social Change*. New York: Long and Smith, 1932. 400 p. (\$3.50)

A discussion of the sociological aspects of family life. Includes chapter bibliographies. Among the topics covered are: The Family, A Societal Force; The Family and Social Control; Legal Regulation of the Family; Social Change; Population Change; Marriage and Divorce; Broken Homes; Socially Handicapped Families; Family Adjustment and the Economic Order; The Family Standard of Living; Adjustment within the Family; Adjustment of Parenthood; Some Factors in the Education of the Child; Agencies Supplementing the Family.

1074. GREGG, ABEL J. "Youth's Opportunity." *Parents' Magazine* 8:13, November, 1933.

Ways in which parents can help their unemployed sons and daughters. "The major purpose of parents will not be so much vocational guidance as it will life guidance. The great problem will be to help a boy or girl to see how useful and abundant his life can be even if self-supporting opportunities are somewhat more delayed than formerly . . . Parents, therefore, will seek for idle, unemployed children and young people the opportunity to develop several sets of skills or several hobbies."

1075. GROVES, ERNEST R. *The American Family*. Philadelphia: J. B. Lippincott, 1934. 500 p. (\$3.00)

A college textbook treating the historical background of the family, psychology of family adjustment in relation

to present social and economic conditions, and the social problems of the family. The last section of the book is concerned with conservation of the family by making fuller use of the opportunities offered by education, legislation, industry, and public policy.

1076. GROVES, ERNEST R., AND OGBURN, WILLIAM F. *American Marriage and Family Relationships*. New York: Henry Holt, 1928. 497 p.

Part One contains chapters on: The Social Significance of Marriage; Cultural Changes and Marriage; The Husband; The Wife; The Psychology of the Woman Who Works; Family Discord and Its Treatment; Family Reconstruction. Part Two is devoted to a statistical study of American marriage with sections on: Marital Status and Social Conditions; The Increase in Marriage; Age and Marital Status; Sex and Marriage; Early Marriage; Racial and Maternity Groups; The Birth Rate and Marriage; Income and Marriage; Divorce; Influence of City Life on Marriage; Widows and Widowers. Part Three contains study suggestions, a bibliography, and a study in correlation.

1077. GRUENBERG, SIDONIE M. "Changing Ways in Family Life." *International Journal of Religious Education* 8:10-11, June, 1932.

Some changes in activities formerly shared in the home, due to modern economic conditions, and the need for parents to adjust themselves to these changes and modify their prohibitions. Mentions particularly the neglect of Christian education, the shift in authority, and the lack of privacy in most American homes.

1078. GRUENBERG, SIDONIE M. "Parents, Children, and the Enjoyment of Life." *Child Study* 13:69-72, December, 1935.

Advice for parents on guiding the recreational activities of children. "What

parents must contrive to do is to find a balance between giving the child something on his own present level of appreciation and helping him to explore what we consider the better values in the enjoyments life offers."

1079. HARPER'S. "Exhausted Parent Speaks." *Harper's* 173:120-6, July, 1936. Abbreviated, *Review of Reviews* 94:62, July, 1936.

A modern parent revolts against the demands made by her children, the casual acceptance of the greatest sacrifices made by parents as being only natural, the care-free attitude which they express by marrying and expecting their families to support them. The anonymous author holds that too much opportunity has been given children and young persons to "express their individuality" and urges a little more authority on the part of parents today.

1080. HINCKLEY, WILLIAM W. "What is Ahead for Youth in the Family." *Progressive Education* 14:598, December, 1937.

Five young people directed a discussion of family problems at the Parker Memorial Conference in Chicago in October, 1937. American youth are showing more concern over family relations than any previous generation. The wider aspects of this problem include better housing, social security measures, better distribution of wealth, health programs, and peace.

1081. JORDAN, HELEN M.; ZILLER, M. L.; AND BROWN, J. F. *Home and Family*. New York: Macmillan, 1935. 445 p.

Useful as a text or reference book for high school students. In addition to family relationships and responsibilities, child development is treated in some detail including a discussion of physical and emotional growth and nursery schools.

1082. KELLY, FRED J. "Effects Upon Family Life of Certain Frustrations of Youth." *Journal of Home Economics* 28:357-60, June, 1936.

Presents four criteria of good family life and three principal frustrations: unemployment, the marriage question, and the difficulty of entertaining friends in the home, due to city dwelling. Discusses the trial of Youth versus Society in Maplewood, N. J. Claims that action by teachers and the intelligent mothers of today is the most effective means of improving the conditions.

1083. LICHTENBERGER, JAMES P. "The Changing Family In a Changing World." *Mental Hygiene* 17:573-89, October, 1933.

Comprehensive treatment of the differences in family life today as compared with one and two generations ago. Considers that marriage is on a better basis, that people are better prepared for it, that divorce is often sensible, and discusses the decreasing unity and satisfactions of home life since it is no longer the center of every activity.

1084. LINDQUIST, RUTH. *The Family in the Present Social Order*. Chapel Hill, N. C.: University of North Carolina Press, 1931. 241 p.

Based on an examination of 306 families located in a variety of rural and urban environments. Chapters on: The Family in a Changing Order; A Description of a Selected Group of Families; Some Sources of Fatigue, Worry, and Friction in Family Life; Some Factors Affecting Achievement in Family Life; Some Economic Needs of Families; Some Educational Needs for Marriage and Parenthood; Present Trends in College Training for Marriage and Parenthood; The Place of the Community in Promoting Successful Family Life; The Promotion

of Healthful and Satisfying Family Life — A Summary; Research in the Field of Marriage and the Family. Includes a selected bibliography.

1085. LUMPKIN, KATHARINE D. *The Family: A Study of Member Roles*. Chapel Hill, N. C.: University of North Carolina Press, 1933. (\$2.00)

An intensive case study of 46 families who were clients of a family society in New York City, intended to clarify sociological principles of family relationships and organization. Sections cover: The Social Process in Family Life; The Roles of Family Members; Inter-Role Relationships; The Family Social Situation; A Study of Member Roles; Family Role Patterns; Member Roles in Turmoil; Failure and Success in Role Adjustment. Includes an appendix with 14 tables.

1086. MCGINNIS, ESTHER. "Youth and Education for Family Life." *Parent Education* 4:80-5, December, 1937.

Reviews recent statements of authors concerned with youth's need for instruction in good family relationships. The material is presented under the following heads: the functions of education; toward a further understanding of adolescence; youth and the community; general education and the curriculum; home economics and education of youth for family life; books for the use of students. Conclusions point to the growing emphasis on actual problems of our young people, and to the necessity for study of economic and social cultures in local situations as they affect real persons.

1087. POPKIN, ZELDA, AND LUDWIG, WALTER. "'Young Rebels' — and Their Parents." *Child Study* 13:108-11, January, 1936.

Deplores the comparison sometimes made between young criminals and young radicals. Discusses the conflicts caused in

American homes by loyalty oaths, campaigns against compulsory military training, and other controversial points, and suggests ways in which better understanding may be reached.

1088. REUTER, EDWARD B., AND RUNNER, JESSIE R. *The Family*. New York: McGraw-Hill, 1931. 615 p. (\$4.00)

Consists of articles by about 80 authorities on different aspects of normal family life, assembled and edited in the form of a source book. Treats the values and structure of family relationships. The following subjects are covered: the family in transition, approaches to the study of the family, history, types of family organization, history of marriage, interpretations of human behavior, sex and morality; marriage, birth, death, and divorce rates; development of personality; interrelationships of parent and child; the family and the economic order; women's status; family disorganizations; and such changes in social welfare as mothers' pensions, nursery schools, and agencies caring for individual needs other than financial.

1089. THUROW, MILDRED B. *A Study of Selected Factors in Family Life as Described in Autobiographies*. Agricultural Experiment Station, Memoir 171. Ithaca, N. Y.: Cornell University Agricultural Experiment Station, February, 1935. 52 p.

Two hundred personal histories were collected from Cornell University students enrolled in a course on the family. There were no Negroes included, but with this exception the group was representative of a wide range of social and economic levels, and all were members of unbroken families. One section of the report is devoted to a discussion of the religious, social, parent, parent-child, and child-to-child relationships. Other topics are: family affection, marriage attitudes, and successful family life.

1090. WILSON, M. L. "How New Deal Agencies Are Affecting Family Life." *Journal of Home Economics* 27:274-80, May, 1935.

Analyzes the efforts of the federal government to reestablish the purchasing power of the masses and the program of new deal agencies affecting family life. Discusses the effect of economic and social change on the family, the growth of rural industrial communities and the subsistence homestead movement. "The problem of the family resolves itself quite largely around the question as to whether we can reestablish security and how the way of living of working people may be adjusted so as to give opportunity for constructive use of their leisure time and also opportunity for self-expression of both the individual and the family. Moreover, this has to be done without reducing the efficiencies gained in this age of science and machines."

B. THE PROBLEM OF MARRIAGE

1091. BABER, RAY E. "Some Mate Selection Standards of College Students and Their Parents." *Journal of Social Hygiene* 22:115-25, March, 1936.

Opinions gathered over a period of six years from 642 college students enrolled in the course, "Marriage and Family Life", and a sampling of attitudes of some of their parents collected over a two-year period. Nine factors considered most desirable were chosen and used in the study: wealth, personal attractiveness, disposition, moral standards, family, same religion, health, age, intelligence or education. There are some interesting differences of opinion found between the mate selection standards of parents and young people, although the same three characteristics appear at the head of each list as being most essential to a happy marriage, but not in the same order.

1092. BABER, RAY E. "They Know What They Want." *Parents' Magazine* 12:20-1, 70, 71, 72, March, 1937.

A popular presentation of material first published in the *Journal of Social Hygiene*, March, 1936. Over a six-year period, juniors and seniors in New York University classes in marriage and the family reported their opinions regarding desired qualities of husbands and wives. Attitudes of numbers of parents were also recorded. The article summarizes the replies of 600 young people under nine topics: income, good looks, personality, morals, religious faith, family, health, intelligence or education, and age.

1093. BIGUS, ANNE J., AND CRENSHAW, EMILIE. "Youth Never Comes Again." *Family* 15:273-5, December, 1934.

The conflict between young people's desire to establish their own homes and a feeling of responsibility for dependent parents. Presents the case-worker's dilemma when trying to help adjust such problems and at the same time to follow agency policies.

1094. BOSSARD, JAMES H. S. "Depression and Pre-Depression Marriage Rates: A Philadelphia Study." *American Sociological Review* 2:686-95, October, 1937.

This is an attempt to determine what factors affect the fluctuations in marriage rates, and how the fluctuation differs in various economic classes. The marriage rates employed are the numbers of marriages per 1,000 marriageable males, by census tracts. Analyzes the differences in social terms of the variations found in these census tracts. It seems evident, at least in Philadelphia, that the recent depression affected racial and nationality groups in this way: a rise in marriages occurred among areas containing many Negroes, Russian Jews, and Italians; but a decrease occurred in areas consisting

chiefly of native-white stock and of northern and western European stock. Standards of living obviously account largely for this difference.

1095. THE CHILD. "The Legal Minimum Marriage Age for Children." *The Child* 1:6-7, June, 1937.

A tabulation and brief explanation of the statutory and common-law minimal ages for marriage prevailing in the 48 states and the District of Columbia on January 1, 1937. Ages are listed separately for each sex, and provisions in various states concerning parental consent and judicial consent are epitomized.

1096. DAHLBERG, EDWIN T. *Youth and the Homes of Tomorrow*. Philadelphia: American Baptist Publication Society, 1934. 160 p. (\$1.00)

A modern, practical treatment of love, marriage, family life, postponing marriage, and discussion of such topics as the wage-earning wife and marriage between Catholics and Protestants.

1097. KIRKPATRICK, CLIFFORD. "Students' Attitudes Toward Marriage and Sex." *Journal of Educational Sociology* 9:545-55, May, 1936.

Cites numerous studies made relating to college students' attitudes on problems of marriage and family life such as number of children desired, qualifications of wives and remembered traits of mothers, marriage between people of different religious beliefs, sex experiences and knowledge; also discusses courses in sex instruction and their limitations.

1098. MATELIS, VALENTINE. "Youth's Conundrums: Postponing Marriage." *Commonweal* 24:61-2, May 15, 1936.

Factors which make marriage a more serious undertaking than in past generations, chiefly economic insecurity. Defends young people who have been forced to delay marriage several years beyond the

normal time for establishing their own homes.

1099. MATHER, WILLIAM G., JR. "The Courtship Ideals of High School Youth." *Sociology and Social Research* 19:166-72, November, 1934.

Summarizes the results obtained from giving a questionnaire listing twenty-five qualities of a character-revealing nature to 426 boys and 443 girls of a high school in Ithaca, New York, and to a group of Cornell University freshmen. "But by far the leading point of the whole matter is this. If the high school is the shifting place of courtship ideals, if there such standards are in the making, just there is the place where some course similar to the 'family' courses given in university sociology departments should begin."

1100. NEUMANN, HENRY. *Modern Youth and Marriage*. New York: D. Appleton, 1928. 147 p.

Advocates the development of an ethical philosophy in relation to love and marriage.

1101. POPENOE, PAUL. "How Can Young People Get Acquainted?" *Journal of Social Hygiene* 18:218-24, April, 1932.

Points out the importance of providing young people with more social contacts, the need for attempting to develop pleasing traits of personality in children, the desirability of establishing a new scale of values with emphasis on living a well-rounded life. "A wide range of acquaintance with the opposite sex is a necessity for adolescents, not merely that they may make favorable marriages a few years later, but that they may have a normal social life at the time. Without this they may go into adult life ill-prepared to get along with people (which, in some ways, is the most important thing one does in the world)."

1102. POPENOE, PAUL. "A Study of 738 Elopements." *American Sociological Review* 3:47-53, February, 1938.

Why do people elope? How do such hasty and informal marriages turn out? Five principal reasons can be identified: (1) parental objection, (2) avoidance or acquisition of publicity, (3) economy, (4) pregnancy, and (5) intoxication or thrill-seeking. Study of case histories among educated white adults showed 48 per cent of the marriages classifiable as "happy", 9 per cent as "doubtful", and 43 per cent as "unhappy." Of the latter, 36 per cent had lasted one year or less—most of them had ended in divorce or annulment. The author does not claim great statistical accuracy or reliability for the study, but concludes: "On the whole, the success of elopements, measured in terms of subsequent marital happiness, is greater than one might have anticipated."

1103. RICHMOND, MARY E., AND HALL, FRED S. *Child Marriages*. New York: Russell Sage Foundation, 1925. 159 p.

Facts on youthful and child marriages secured through a series of field studies including visits to 90 cities and 28 states carried out to observe the part played by the state in the office of marriage. Chapters discuss the marriageable age, including physiological, climatic and geographical, racial and social aspects, and what the minimum marriageable age should be; married children; parental consent; and proof of age.

1104. WOOD, BARTON. "Why the Student Marries." *Educational Forum* 1: 217-20, January, 1937.

Asserts that undergraduates are marrying in spite of economic uncertainty because young people are more serious today than ever before and less willing to waste time. They may leave college and establish their own homes with full

knowledge of the sacrifices ahead, but prefer to make their start whenever an opportunity is sighted. Youth deserves our praise and encouragement for their initiative and determination.

C. EDUCATION FOR MARRIAGE AND PARENTHOOD

1105. BEATTY, WILLARD W. "Youth." Report of Group II of the Conference on Education for Marriage and Family Social Relationships, 1934. *Journal of Social Hygiene* 22:9-11, January, 1936.

Brief discussion of the need for formal education on these subjects in the schools. States aims and scope of such courses. Includes a short bibliography.

1106. GROVES, ERNEST R. (An editorial). *Journal of Educational Sociology* 8:449, April, 1935.

Introducing a discussion of the educational preparation of youth for responsibility, parenthood, and marriage.

1107. GROVES, ERNEST R. "Education for Marriage." *Parents' Magazine* 11:15, July, 1936.

The frank questioning of young people today concerning marriage, especially on the part of college students who seek information on courtship and adjustment to married life. Their attitude is indicative of far better thinking on the subject than has been done by previous generations — they are less hasty and more practical in their desire to make a success of marriage. Discusses courses offered in many colleges as a result of students' requests.

1108. GROVES, ERNEST R. "Love and Marriage." *Child Study* 13:49-51, November, 1935.

Discusses the present social and economic disorder, the uncertainty of

youth's future, and the inevitable question of marriage. Mentions bad examples of marriage failures in our literature and the moving pictures, and the gradual increase of pre-marital instruction in schools in response to young people's demands.

1109. GROVES, ERNEST R. "Young Men and Women in Colleges." Report of Group III-A of the Conference on Education for Marriage and Family Social Relationships, 1934. *Journal of Social Hygiene* 22:11-12, January, 1936.

What college youth want in the way of courses on marriage problems, aims of such courses, and the need for experimentation in this field. Includes a brief bibliography.

1110. HAWORTH, CECIL E. "Education for Marriage Among American Colleges." Association of American Colleges, *Bulletin* 21:478-81, November, 1935.

Data on numbers of colleges offering such instruction, departments in which courses are given, types of schools, marital status of teachers, segregation of men and women students, and the specific topics covered in all courses discovered in this study of 225 colleges. The most creative leadership is to be found in women's colleges.

1111. LANDIS, PAUL H. "Control of the Romantic Impulse Through Education." *School and Society* 44:212-15, August 15, 1936.

Advocates raising marriage standards by educating young people in public schools for married life through courses in eugenics and economics. Concedes the impossibility of preventing all hasty or unwise marriages, but believes more happiness will result and romance will be more of a reality after such instruction.

1112. LITERARY DIGEST. "Premarital Schooling Urged." *Literary Digest* 119: 22, June 22, 1935.

The Committee on Marriage and the Home of the Federal Council of Churches advises ministers to assume the responsibility for educating young people in their churches for marriage, to urge medical examinations for all those planning to marry, and to try to lay a Christian foundation for married life.

1113. POPENOE, PAUL. "Education and Eugenics." *Journal of Educational Sociology* 8:451, April, 1935.

States the need for educating young people for citizenship, vocational choice, marriage, and parenthood.

1114. SNYDER, AGNES. "Family Relationships in the College Curriculum." *Journal of Home Economics* 28:9-14, January, 1936.

Discusses six factors fundamental in teaching courses in family relations and the necessary qualifications for teachers. Student-faculty relationships, implications of social and economic trends, permanent problems of mankind, selection of course materials, development of principles, and the administration of a program suitable for college students are the chief problems treated.

1115. ROBERTS, W. H. "We Study Life." *Journal of Higher Education* 6: 376-81, October, 1935.

A college professor reflects upon the values of a course in personality development and the enthusiasm of his students for the emphasis on preparation for marriage and parenthood.

1116. TATE, MILDRED THUROW. "What the Teacher Can Accomplish in Educating

for Family Life." *Journal of Home Economics* 28:73-8, February, 1936.

In the light of inadequate training for successful family relationships in the home and church, it seems to be up to the schools to educate boys and girls for satisfactory home life. The teacher's function includes holding up standards, teaching the child to see himself as a functioning member of his family, helping him develop the ability to contribute to the family life, and giving him practice in new methods of behavior.

1117. TODD, ARTHUR J. "Problems of Marriage Puzzle Youth." *Christian Science Monitor*, p. 1, May 21, 1935.

The opinion of most young people, especially college students, is that courses on adjustment to marriage and parenthood would fill a great need in their education. Changing living conditions have made new standards necessary and they seek to be trained for successful married lives and the care of children.

1118. WYNNE, FRANCES D. "Can High Schools Help to Prepare Boys and Girls for Parenthood?" *Hygeia* 15:654-5, July, 1937.

The teacher of a class, which was organized in 1933 as an experiment in educating for family life, relates the growth in interest and enrollment from year to year. The course has become a part of the social science curriculum in the Miami, Florida, high school. The article gives a simple description of the units of study and methods of instruction.

D. MARRIAGE COUNSELING SERVICES

1119. FISHER, MARY S. "The Development of Marriage and Family Counselling in the United States: A Critical Inter-

pretation." *Parent Education* 3:3-9, April-May, 1936.

Discusses this subject under the following headings: Changing and Unchanging Functions of the Family; Present Need for Counselling Services; Recognition of Need by Professional Groups; Training in Marriage and Family Guidance for Professional Groups (social work, medicine, ministry, education); Development of Family Consultation Centers. Expresses the hope that concerted action will sometime be taken to combat the forces which work against satisfying family life today.

1120. PARENT EDUCATION. A reprint from Vol. III, Nos. 1 and 2, April-May, 1936. New York: 60 East 42nd St. 49 p.

Contains: "The Development of Marriage and Family Counselling in the United States", by Mary S. Fisher; "The Qualifications and Training of Counsellors on Marriage and Family Problems", by Robert G. Foster; and "Brief Descriptions of Typical Marriage and Family Counselling Services", by 13 specialists in the field. Following is "A Bibliography of Articles and Books on the Organization and Conduct of Marriage and Family Counselling Services", by Frances W. Herring; and "Problems of the Family as Reflected in Eight Magazines Addressed to the General Reader", by Wanda Swieda.

1121. PARENT EDUCATION. "Brief Descriptions of Typical Marriage and Family Counselling Services." *Parent Education* 3:17-34, April-May, 1936.

Thirteen articles by specialists in this field telling of the services rendered by the groups they represent, among which are the Institute of Family Relations, Los Angeles; the Marriage Counsel of Philadelphia; Family Consultation Bureau of

the Child Development Institute, Consultation Service of the Child Study Association; Advisory Service for College Women at the Merrill-Palmer School; Marriage Adjustment Service of the Cleveland Maternal Health Association. There are also articles written by Professor Ernest R. Groves of the University of North Carolina, and Dr. Endre K. Brunner, gynecologist, of New York University.

1122. PARKER, VALERIA H. "Young Men and Women Not in Colleges." Report of Group III-B of the Conference on Education for Marriage and Family Social Relationships, 1934. *Journal of Social Hygiene* 22:13-14, January, 1936.

The need for trained leaders in the field of clinic and institute services for young working people, where a varied group is represented and there is need for rehabilitation, personal counseling, and follow-up. Includes a brief bibliography.

1123. PORTERFIELD, AUSTIN L. "Preparation of Youth for Marriage." *Religious Education* 32:263-8, October, 1937.

Discusses eight concepts regarding marriage which should be instilled into the minds of the young, and suggests methods of teaching desirable attitudes. Thinks that more emphasis should be given to courses in marriage and the family in our schools; and to the whole question by religious publications, the press, motion pictures, theological seminaries, and such organizations as the 4-H. "The real problem is not the preparation of youth to appeal to specialists when needed after marriage, but preparing youth sufficiently for courtship and marriage, to the end that the services of such specialists will be less often required."

E. HOUSING

1124. BAUER, CATHERINE. *Modern Housing*. Boston: Houghton Mifflin, 1934. 325 p. (\$5.00)

A treatise on modern housing. Part I, Nineteenth Century Cities — A Record of Failure; Part II, Gathering Forces; Part III, Post-War Housing — Facts and Figures; Part IV, Elements of Modern Housing. An appendix to Part III is devoted to national housing measures from 1850 to 1934 in England, Germany, Holland, Belgium, France, Austria, the Scandinavian countries, and Switzerland. Includes a selective bibliography.

1125. DAVIES, J. EARL. "America Plans Better Homes." *Journal of the National Education Association* 24:285-300, December, 1935.

A series of one-page articles dealing with practically every phase of modern housing. Among the subjects chosen are the evils of slums, the advantages of planned housing developments, home ownership, prefabricated houses, the automobile industry compared with the building industry, real estate speculation, the resources of America for providing adequate housing, the example of Europe, and related material.

1126. LUMSDEN, MAY. "Health and the New Housing." National Conference of Social Work, *Proceedings* 1936:562-8.

Illustrates the close relationship between proper housing and children's health by a report of a recent study made in Manchester, England. The results already evident in the new housing project in New York City, "First Houses", demonstrate that the general health of children improves as living quarters are improved. Speaks of the high physical and service standards of these apartments and the need for a cooperative plan of medical care as the next step. Urges the widespread demolition of slum areas and their replacement by more habitable accommodations.

1127. PRESIDENT'S CONFERENCE ON HOME BUILDING AND HOME OWNERSHIP. *Slums, Large-Scale Housing, and Decentralization*. Book XI. Washington, D. C., 1932. 345 p.

Sets forth standards and objectives of good housing. Part I contains a report of the general sessions of the conference, including addresses made by President Hoover and Secretary Wilbur, resolutions adopted by the conference, and a resolution presented by the Puerto Rican delegation. Part II is concerned with the reports of the correlating committees and embraces chapters on: Technological Developments; Legislation and Administration; Standards and Objectives of Housing; Education and Service; Organization of Programs; Housing Research. Part III presents the program and personnel of the conference.

1128. PRESIDENT'S CONFERENCE ON HOME BUILDING AND HOME OWNERSHIP. *Negro Housing*. Book VI. Washington, D. C., 1932. 282 p.

Calls attention to more than forty outstanding surveys and studies of Negro housing conditions. Chapters cover the physical aspects of Negro housing; Negro housing and the community; social and economic factors; home ownership and financing; housing projects for Negroes. Makes recommendations for better planning. Includes eight appendices and a bibliography.

1129. PRESIDENT'S CONFERENCE ON HOME BUILDING AND HOME OWNERSHIP. *Housing Objectives and Programs*. Book III. Washington, D. C., 1932. 245 p.

Comprises the reports of four committees: The Conference Committee on Blighted Areas and Slums; The Committee on Large-Scale Operations; The Committee on Business and Housing; The

Committee on Industrial Decentralization and Housing.

1130. ROWLANDS, DAVID T., AND WOODBURY, COLEMAN, editors. *Current Developments in Housing*. *Annals of the American Academy of Political and Social Science* 90:1-233, March, 1937.

The entire issue relates to the problems of providing adequate living facilities for all economic groups. About 25 contributors have written articles, which are grouped into sections on the nature and special aspects of housing, production of housing, housing as a government problem, and policies of other countries. There is also a bibliography compiled by Adelaide R. Hasse.

1131. U. S. FEDERAL EMERGENCY ADMINISTRATION OF PUBLIC WORKS, HOUSING DIVISION. *Housing and Delinquency*. Research Bulletin No. 1, 1936. 101 p. mimeo.

Findings of an investigation into living conditions of groups of juvenile and adult delinquents. There are numerous reports of cases studied in the District of Columbia and in New Jersey. Material has been gathered concerning the types of accommodations found, neighborhood factors, and recreation facilities for both Negro and white persons. Many tables, maps, and charts have been incorporated into the report.

1132. WHIPPLE, A. H. "Community Centres." *Adult Education* 9:183-8, March, 1937.

The great possibilities for incorporating community houses in the new housing estates in England. Describes the successful plan at Nottingham, in which the estates schools are used as headquarters for juveniles, older youth, and adults; how they are equipped. The interest of British people is more and more being

turned toward providing gymnasia and playing fields for young people.

1133. WILSON, JOHN D. "American Youth and American Housing." *Industrial Education Magazine* 39:11-15, January, 1937.

Points out the great possibilities for young men to be found in the building trades, in view of the housing situation today. Charts show the percentage of rural and urban homes lacking such conveniences as running water, electricity, and central heating; the tremendous decrease in residential construction in the past three or four years; and the age distribution of carpenters in Los Angeles and in

the United States, typical of all branches of the building industry. The average age of these workers has risen from 40 to 45 years since 1930, evidence of the need for younger men to begin preparing for jobs in this field. Enumerates steps in promotion in building work and urges technical high schools to provide pre-apprenticeship courses.

1134. WOOD, EDITH E. "The National Housing Program and the Home Economist." *Journal of Home Economics* 26: 329-33, June-July, 1934.

Brief statement of our housing situation, what the government is doing, probable results of such action, and how the home economics teacher can help.

CHAPTER X

LEISURE AND RECREATION

- A. The Significance of Leisure, Nos. 1135-1158
 - See also 752, 1058, 2482, 2483
- B. Education and Recreation, 1159-1172
 - See also 1137, 2481
- C. National and Community Programs and Experiments, 1173-1187
 - See also 1591-1596, 1783, 2111-2114
- D. Organization and Administration of Recreation, 1188-1202
- E. Studies in the Use of Leisure, 1203-1214
 - See also 2014, 2033, 2034, 2170-2207
- F. Suggestions for the Use of Leisure, 1215-1223
- G. Handbooks of Recreational Activities, 1224-1236
 - See also 2484
- H. Specific Leisure Pursuits, 1237-1316
 - 1. Camping and Hiking, 1237-1245
 - 2. Youth Hostels, 1246-1261
 - 3. Handicrafts, 1262-1266
 - See also 1743
 - 4. Art and Music, 1267-1280
 - See also 781, 790, 795-797
 - 5. Dancing, 1281-1286
 - See also 2480
 - 6. Play Production, 1287-1297
 - 7. Motion Pictures, 1298-1316
 - See also 791-794

THE realization grows that life can be enriched for all by developing creative participation in myriad leisure arts, and by promoting understanding and appreciation of the work of artists and craftsmen. Music, painting, sculpture, the dance in its many and beautiful forms, and the dramatic art all contribute thus to the satisfactions of the many. The urge to create, formerly given expression in the labors of the pioneers and in the prodigious enterprises of our economic empire-builders, may in the future find its outlet more and more in avocational pursuits as the increasing mechanization of industry tends to simplify minutely and routinize excessively the daily work of the average man.

The foregoing considerations seem particularly pertinent at a time when our creaking and ill-adjusted economy leaves a huge surplus of workers unable to obtain employment, and when the trend toward shortening the working day and the working week, long in progress, continues. The increased leisure time thus afforded, sometimes portentously spoken of as a "problem", opens the way to a higher level of living. Not only the arts and crafts, but also sports and games in infinite variety, to suit every taste, can augment the health and morale of millions.

The literature of this subject, though becoming plentiful, is not as voluminous as its importance might merit. Typical items are classified and annotated in this chapter. A good source of additional materials is the National Recreation Association in New York City. There are also some fifty national associations representing various types of recreational interests, many of which produce valuable publications.

A. THE SIGNIFICANCE OF LEISURE

1135. BIZZELL, W. B. "Learning and Leisure." *School and Society* 39:65-72, January 20, 1934.

Convocation address at the University of Oklahoma, 1933. After discussing the passing of individualism, obligations of education to the social order, education for leisure, and avocational and recreational education, Dr. Bizzell urges students to learn to exercise judgment in utilizing study time and leisure time.

1136. BRADEN, GEORGE W. "Avocational Training for the New Leisure." National Education Association, *Proceedings* 1935:435-6.

Brief statement of ten phases of leisure-time activities and four points at which the schools must direct their efforts in organizing community programs.

1137. BROWN, EDYTHE J. "Building of a Better Citizenry Through Recreational Activities." *National Elementary Principals* 16:5-6, October, 1936.

How can the schools guide recreation into useful channels? One answer may be in lengthening the school day to include a supervised program of athletics, science and nature study, museum trips, library reading hours, amateur theatricals, music, hobbies, and crafts.

1138. BURNS, C. DELISLE. *Leisure in the Modern World*. New York: Century, 1932. 299 p. (\$2.50)

In addition to spontaneous forms of recreation, public policy should encour-

age teaching workers good uses of leisure and promote shorter working hours. Changing economic and social conditions create opportunity for exploring leisure arts and activities.

1139. COLLIER, JOHN. "Fullness of Life Through Leisure: Mind-Body Relationships." *Interpretations of Physical Education*. Vol. I, p. 187-225. New York: A. S. Barnes, 1931.

An examination of how our problem of leisure and of life differs from that of other peoples, based on the study of history and of present-day primitive societies. Fullness of life in leisure is defined as essentially an integration of body with emotions, of emotions with thoughts, and of individual with group.

1140. COLLINS, FLETCHER, JR. "Cultural Resources in Rural America." *Progressive Education* 15:147-51, February, 1938.

Indicates the need of community education to preserve and develop such rural arts as folk singing, square dancing, and associated diversions, whose richness and variety are often unsuspected or greatly underestimated. Speaks also of the "growth-processes and usefulness" of myriad rural crafts, and regards the use of these resources as a matter of desperate importance to the establishment of an American culture.

1141. CURTIS-BENNETT, NOEL. "Youth and Leisure: The Importance of Recreation." *Journal of Health and Physical Education* 3:18-19, November, 1932.

Pictures volunteer service in recreational leadership as a most important calling today, due to the mechanization of industry and the resulting leisure of the working classes.

1142. CUTTEN, GEORGE B. *Challenge of Leisure*. Modern Problem Series. Columbus: American Education Press, 1933. 19 p. (15 cents)

The effect of industrial changes and the economic situation in general upon the amount of leisure time today. Discusses the values of hobbies and other leisure pursuits.

1143. DONOGHUE, GEORGE T. "Youth on the New Recreation Frontier." *Recreation* 29:401-2, November, 1935.

Touches on the days of "pioneer recreation", what might be expected from the new leisure, the necessity of coordinating the various community agencies that are attempting a recreation program, the outstanding need for recreation of the youth of today.

1144. DOWNS, SOPHIE W. "The Young Worker and His Spare Time." *Industrial Education Magazine* 38:256-8, November, 1936.

A digest of a paper read at the 1935 International Conference on Workers' Spare Time, by J. E. Vojkai of Budapest. A workshop-school in Budapest, maintained by the London Save-the-Children Fund, served as a laboratory for a study of psychological reactions of young industrial workers to their mechanized labors, and their need for outlets for expression in creative arts, sports, study clubs, and other recreation. The young workers could be better adjusted to adulthood if the school-leaving age were raised, and if civic education were emphasized and some preparation for profitable use of leisure were given in schools.

1145. FRANKL, PAUL T. *Machine-Made Leisure*. New York: Harper, 1932. 192 p. (\$2.50)

Maintains that the creative artist and his work are essential to the ultimate success of our civilization. Suggests that we master the machine as the instrument for the creation of new leisure.

1146. GARDNER, GEORGE. "The New Social Problem, Leisure Time." *School and Society* 42:294-6, August 31, 1935.

Considers the proper use of leisure as one of the major problems of the day. Contrasts the ways in which Americans and Europeans spend their leisure.

1147. GREENBIE, SIDNEY. "The Revolt of Youth Against Leisure." *Leisure* 1: 6-9, August, 1934.

A bird's-eye view of the Conference on Youth Problems called by the U. S. Commissioner of Education in June, 1934. Calls attention to the tragedy of unemployment for youth, the need for evolving a new conception of social usefulness, and youth's resentment at being proffered leisure-time activities instead of a job. Proposes a Federal Commission on Leisure Time. "Once young people see that the job is not the only avenue to social acclaim, that the arts and crafts are equally rewarded with the artfulness and craftiness of the speculator, the Revolt of Youth Against Leisure will turn into a pursuit by youth of self-fulfillment through leisure."

1148. KEPPEL, FREDERICK P. "Preparation for Leisure." *Journal of Adult Education* 10:23-6, January, 1938.

The first address of the Edward Corbin Jenkins Lectureship at George Williams College. The President of Carnegie Corporation of New York concludes: "Little by little, I believe, it is becoming progressively harder for a man or woman

to justify a design for living which makes no provision for some growth in mental equipment, in skill or creative activity, in the enrichment of personality. And, perhaps, after all, the great job of a dedicated group like the one I am addressing is to hasten this change in climate in our American life."

1149. LINDEMAN, EDUARD C. "Recreation Reinterpreted." *Journal of Health and Physical Education* 8:399-400, 443-4, September, 1937.

The impetus given public recreation by the federal government — the National Park Service, Forest Service, Extension Service of the Department of Agriculture, and the Works Progress Administration in particular. Commonest wants are playgrounds, facilities for golf and tennis, and community clubhouses. Dr. Lindeman conceives of general recreation as an opportunity for free personal growth, a democratic experience equal to universal education.

1150. MASON, BERNARD S., AND MITCHELL, ELMER D. *The Theory of Play*. New York: A. S. Barnes, 1934. 545 p. (\$2.80)

Aims to give an understanding of the constructive value of play. Furnishes material on the historical background of the present play movement, the theoretical explanation of play, the need for play in modern life and its place in education, and the administration and organization of play.

1151. NASH, JAY B. "And Now Leisure." *Leisure* 5:33-5, January, 1938.

In the use of free time, America faces three choices: (1) to "let down", become soft, cease to be vigorous, lose initiative; (2) to turn to anti-social activities such as are expressed in delinquency and crime; and (3) to acquire creative art hobbies which stimulate su-

preme personal enthusiasms and promote happiness, health, and wisdom. "The new fundamentals have to do with music, drawing, sketching, drama, crafts, sports, and games. America must build a philosophy of recreation — a philosophy which has not so much to do with arriving, as with the joy of traveling."

1152. NEUMAYER, MARTIN H., AND NEUMAYER, ESTHER. *Leisure and Recreation: A Study of Leisure and Recreation in Their Sociological Aspects*. New York: A. S. Barnes, 1936. 405 p. (\$3.00)

A text for normal school and college students, which should be useful as well to educators and social workers. Following are some of the subjects treated: the new leisure, conditioning factors, education and organization for leisure, theories of play, group aspects of recreation, social maladjustment, commercial amusements, recreation movements and leadership, community recreation. After each chapter there is a list of reading references.

1153. PACK, ARTHUR N. *The Challenge of Leisure*. New York: Macmillan, 1934. 244 p. (\$2.00)

Maintains that leisure is an indispensable part of economic and of social well-being and that it is in leisure that civilization will find its justification. Chapters include: Leisure Confronts the Nation; the New Leisure and Human Relations; the New Leisure and Art, Music and Literature; the New Leisure and Education; Evaluating a Hobby; Leisure — an Economic Solution.

1154. REAVIS, WILLIAM C. "Cultivation of Leisure Activities." *Elementary School Journal* 37:678-87, May, 1937.

"Some of our most serious national problems involving both youth and adults can be traced to the failure of our institutions to train properly for the use of

leisure." Considers the schools bound to make up for the shortcomings of other institutions in training young people for leisure pursuits.

1155. RIGGS, AUSTEN F. *Play: Recreation In a Balanced Life*. New York: Doubleday, Doran, 1935. 239 p. (\$2.50)

Written by an eminent nerve specialist, whose definition of play is "to balance life in relation to work, to afford a refreshing contrast to responsibility and routine, to keep alive the spirit of adventure and sense of humor and proportion . . . to avert the premature death of youth and not infrequently . . . of the man himself." Gives a wide choice of varieties of recreation and principles to govern their choice.

1156. RUSSELL, WILLIAM F. "Leisure and National Security." National Education Association, *Proceedings* 1932:575-9.

Explains certain trends which have resulted in an increase in the amount of leisure time in the lives of our population: technological displacement of workers, the vanishing of a frontier, the demand for young men rather than old for machines, and similar tendencies. The only constructive use to which our free hours may be put must be sought through some form of education, whether in the realm of the arts, sports, hobbies, or politics. The necessity of teaching ways of spending leisure time profitably falls largely upon schoolteachers, although there are other avenues of instruction available to those not reached by the schools.

1157. SEMAN, PHILIP L. "Leisure and Its Challenge." *Social Science* 12:72-7, January, 1937.

Our new recreational needs, which have arisen from far-reaching industrial and social change. The increased amount

of leisure time has brought problems which can best be solved by community facilities. Whether free time is to be squandered or wisely invested will be determined by the success of careful planning by community agencies and by the interest and cooperation of individuals who make up the community. Terms youth the "trustees of the future."

1158. WALKER, L. C. *Distributed Leisure*. New York: Century, 1931. 246 p.

A philosophy of industrial management, which advocates a balance between employment and leisure, making leisure beneficial, and converting mass unemployment into usable leisure. Goods would be produced on the basis of need and working hours adjusted to suit either prosperous, normal, or depression conditions.

B. EDUCATION AND RECREATION

1159. CHAMBERS, M. M. "Coordinating Education and Recreation." *School and Society* 46:577-82, November 6, 1937. Condensed in *Education Digest* 3: 11-13, December, 1937.

Changing concepts regarding the place of recreational activities in the school program and in adult lives. From the standpoint of physical facilities, the use of school buildings after school hours for community recreational purposes has advantages and disadvantages. In this article a further suggestion is made: cannot the school plant be designed to contain classrooms in one wing and auditoriums, gymnasiums, music rooms, and craft shops in a separable wing of the same building? From the standpoint of administration, there are conflicting opinions concerning control by public recreation bodies and by local boards of education. Professional workers in education and recreation are urged to cooperate in the interests of public welfare.

1160. DIMOCK, HEDLEY S. "How Effective Is Our Education for Leisure?" *Recreation* 30:427-30, December, 1936.

Desirable characteristics of a program educating young people for profitable use of leisure. The article poses many questions, among them: Does a sense of achievement result from participation? Do the interests persist on the adult level? Does the individual receive social approval through participation? Is there distribution of experiences among physical, aesthetic, intellectual, and social types of activity? Are resources being developed in the individual for providing his own recreation if necessary? From a socialized viewpoint, what is the relation of leisure to economic security, to working conditions, and to community life?

1161. ENGELHARDT, N. L. "Leisure Education and Recreation — and the Educator's Responsibility." *Journal of Health and Physical Education* 8:343-4, 392-3, June, 1937.

Favors the use of public schools by the whole community, not only for games and hobbies, but for every form of educational development. Says, "Broadening of the social, vocational and avocational interests is a function of the school." We should continue the sort of program begun by the Works Progress Administration, and emphasize health and recreation services. Concerning the health and physical education programs in the schools, the writer recommends that the health staff survey the needs of their pupils to see whether there is real purpose in the offerings of the department.

1162. HJELTE, GEORGE. "The Youth Problem and the Public Schools." *California Health, Physical Education, and Recreational Journal*. Condensed in *Education Digest* 2:14-15, November, 1936.

The scarcity of suitable recreational programs for boys and girls over 16 years

of age, especially for those who are not in school and not working. Considers public schools the logical focal points of such programs, since other public agencies cannot conduct leisure-time programs on a large scale. Progress is impeded by lack of finances, of trained personnel, of supporting public opinion, and by the failure of boards of education and school administrators to provide facilities. There should be legislation authorizing recreation to be furnished for all young people during vacation periods and evenings, using schools as play centers.

1163. JACKS, LAWRENCE P. *Education Through Recreation*. New York: Harper, 1932. 155 p. (\$1.50)

Addresses made during a tour of America under the auspices of the National Recreation Association. Contends that recreation and education should be synthesized in practice as well as in theory, and suggests ways of accomplishing this.

1164. JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION. "How Schools Enrich Leisure." *Journal of the National Education Association* 19:207, October, 1930.

Helpful suggestions to schools wishing to emphasize "The Wise Use of Leisure" as a special theme of American Education Week. Lists nine ways in which schools enrich leisure, ten tests of the school's contribution to leisure, and eleven special topics appropriate for discussion and written assignments.

1165. LIES, EUGENE T. *The New Leisure Challenges the Schools*. New York: National Recreation Association, 1933. 326 p. (\$2.00)

Based on a survey of public schools in a number of towns of 5,000 inhabitants or more. Concerned particularly with

school pupils' opportunities for good use of leisure time, but also treats education for using spare time after completion of formal schooling. Material on physical education, reading, dramatics, music, art, nature study, social training, and extra-curricular activities.

1166. MALLERY, OTTO T. "Education for Leisure." *Journal of the National Education Association* 24:273-5, December, 1935.

The expanded use of public recreation facilities and the acquisition of recreation skills during the depression. Recounts the origin of the Philadelphia Hobby League, the hobby classes of the Chicago Park System, the recreation work of the extension division of the Milwaukee public schools, New Hampshire's rural recreation program. Expresses the view that eventually the state and local departments of education will play the principal role in developing recreation and should prepare themselves for growing responsibilities in educating for leisure.

1167. MARTIN, VIBELLA. "A Course in Leisure Interests for Senior High School." *University High School Journal* 14:94-103, December, 1935.

A unique experiment in the University High School of Oakland, California, which has aroused the enthusiasm of pupils and parents alike. The boys and girls follow their own interests, under the guidance of the teacher or other qualified person, in a class which includes photography, bridge, gardening, tennis, cooking, knitting, art, and other hobbies. Confidence is developed through the practice of leisure activities.

1168. MOEHLMAN, ARTHUR H. "Recreation and Youth." *Junior-Senior High School Clearing House* 10:338-41, February, 1936.

Lists seven objectives in the use of leisure time; discusses the values of recreation for all persons. Describes an experiment at the Demonstration School of Ohio State University, which offers children the opportunity to choose from a variety of activities those they will pursue during leisure periods of the school day. The pupils are being trained for living well-rounded lives, and receive instruction in the principles of government, consumption of goods, transportation, money exchange, self-control, recreation, and the creation, evaluation, and communication of ideas.

1169. MORGAN, JOY ELMER. "Education and Leisure." *Recreation* 25:535-42, January, 1932.

Discusses the increase in leisure time, the close association between education and recreation, the relation between the seven cardinal objectives of education and leisure, and the need for trained leadership in the leisure field.

1170. MORRIS, J. H. "Training Teen Age Boys and Girls in Leisure-Time Activities." *Journal of Health and Physical Education* 6:34-5, February, 1935.

What is being done in the Northeast Junior High School, Kansas City, to train young people to use their leisure intelligently and profitably both for themselves and for the social group.

1171. ROGERS, J. E. "Avocational Education for the New Day." *School and Society* 37:793-9, June 24, 1933.

The educational implications of the new leisure and the responsibility of education to give people interests and hobbies outside of their work time and to train boys and girls in avocations.

1172. STUDEBAKER, JOHN W. "What the Schools Can Do to Prepare Children for the New Frontiers in Recreation."

Recreation 29:452-5, 471-2, December, 1935.

Sketches the progress made in play facilities and opportunities in the schools since the early days of public education. How the schools educate children for a profitable and enjoyable use of leisure time, particularly in the creative arts.

C. NATIONAL AND COMMUNITY PROGRAMS AND EXPERIMENTS

1173. ADAMS, ELIZABETH K. "Boys and Girls Together." *Recreation* 29:199-202, July, 1935.

Proposed federal programs of recreation for young people who have suffered loss of morale as a result of unemployment. Urges some scheme which will restore their confidence, not merely engage their idle hours.

1174. BEATTIE, JESSIE L. "Recreation Experiments in Rural Communities." *Recreation* 29:537-9, February, 1936.

Through the efforts of a committee interested in providing opportunities for cultural recreation for persons in isolated sections of Ontario, Canada, a number of rural communities have become centers of great activity.

1175. CAMPBELL, H. B. "Problems Facing Young People in Urban Centers." *Educational Record* 16:288-92, July, 1935.

An address delivered at the 18th annual meeting of the American Council on Education. Mentions the bad influences and commercialized amusements surrounding city children, with special reference to New York City, and some experiments in providing wholesome recreation for these children.

1176. DE FILIPPO, VICTOR J. "Youth Week On a Newark Playground." *Recreation* 30:13-14, April, 1936.

Full description of a program worked out by a playground director for National Youth Week, enlisting the support not only of the young participants, but of their parents and friends as well.

1177. DOLTON, ISABELLA. "Training Chicago's Problem Youth for Adult Leisure." *Illinois Teacher* 19:158-9, January, 1931.

Reports two experiments conducted in Chicago in educating young people for leisure, one with underprivileged and handicapped youth in the Montefiore day school for truants, the other with superior and gifted pupils in junior high schools served by the Sullivan Guidance Center.

1178. FOSDICK, RAYMOND B., chairman. *Report of the New York Committee on the Use of Leisure Time*. National Recovery Administration. New York: Van Rees Press, 1934. 96 p.

The materials of this report have been classified into sections dealing with the implications of leisure, New York City's recreational opportunities, and proposals for increasing the city's leisure-time opportunities. Representatives of numerous organizations and interests furnished most of the data at public hearings in the fall of 1933, when the National Recovery Administration in New York was investigating the problem of utilizing leisure time created by unemployment.

1179. GLOVER, KATHERINE. *Youth: Leisure for Living*. U. S. Department of the Interior, Office of Education, Committee on Youth Problems. Bulletin, 1936, No. 18-II. 126 p. (15 cents)

New types of community recreation; their organization and leadership; federal and state programs; reports of programs

in a number of communities; the need for programs for rural and colored youth. Includes a bibliography and descriptions of specific projects.

1180. HENDRICKS, GEORGE F. "Recreation for Rural Communities." *Journal of Health and Physical Education* 7:493, 520, October, 1936.

A recreation program set up for rural neighborhoods in Delaware, with the idea that other communities with no recreation facilities might adapt it for their own use. Small rural schools were used as centers for singing, dancing, and games for young and old. The activities were of the simplest nature, required little or no expense, and appealed to both children and grown persons.

1181. HOLBROOK, DAVID H. "Cooperative Planning for Education — Recreation Services, Local and National." *Recreation* 29:403-4, November, 1935.

Pointers on the community organization set-up in Reading, Pennsylvania. Essentials for cooperative planning; the importance of leadership; where responsibility should be placed; factors in cooperative planning for education and recreation services.

1182. HOLLAND, KENNETH. "What Special Service Can the Recreation Movement Render to Unemployed Graduates?" *Recreation* 28:378-9, November, 1934.

Summary of a discussion group meeting at the 1934 National Recreation Congress, which defines some of the things the recreation movement should be expected to contribute to a youth program.

1183. LERRIGO, RUTH A. "A Community Learning to Play." *Survey* 69: 283, August, 1933.

The plan of the Newark public school system for organized community

recreation, from playgrounds for preschool children to adult classes in domestic arts, toy making, dancing, athletic and social clubs, the city harmonica band, and choral groups.

1184. MURCHIE, ROBERT W. *Minnesota State-wide Recreation Program*. Minneapolis: University of Minnesota, 1934. 31 p.

Describes the Emergency Relief Administration activities and the organization of the state set-up under federal agencies.

1185. PATTEN, MARJORIE. *The Arts Workshop of Rural America*. New York: Columbia University Press, 1937. 216 p. (\$1.50)

A study of the rural arts program of the Agricultural Extension Service in Wisconsin, North Dakota, Iowa, New York, Ohio, West Virginia, North Carolina, and Colorado. After preliminary field work this volume was prepared to show what projects have found favor with rural groups in various localities. Included are descriptions of drama festivals, country theatres, folk drama, music, hobbies, crafts, art exhibits, radio, and leadership training centers. Edmund de S. Brunner has written the foreword, and there is valuable material concerning the development of local programs, which should aid adult education workers.

1186. STERN, ALFRED K. "What Have the Emergency Agencies Contributed to the Programs of the Recreation Movement?" *Recreation* 29:414-16, November, 1935.

Summary report of a group meeting at the twenty-first annual convention of the National Recreation Congress. Several of the speakers told of local recreation projects aided by federal relief funds and workmen. Expresses gratitude to the

cooperating agencies, both public and private, which are working toward the same goal; the Civilian Conservation Corps, National Youth Administration, Committee on Youth Problems of the U. S. Office of Education, and the American Youth Commission in particular.

1187. TRUXAL, ANDREW G. *Outdoor Recreation Legislation and its Effectiveness*. Columbia Studies in History, Economics, and Public Law, No. 311. New York: Columbia University Press, 1929. 218 p. (\$3.50)

Reviews and analyzes legislation for public outdoor recreation in American states and cities from 1915 to 1927, and discusses the social significance of recreation, especially in its relation to the prevention of delinquency.

D. ORGANIZATION AND ADMINISTRATION OF RECREATION

1188. BUSCH, HENRY M. *Leadership in Group Work*. New York: Association Press, 1934. 305 p. (\$2.25)

The philosophy and psychology of group leadership; changes needed in supervising the use of leisure time; suggestions for organizing recreational activities.

1189. BUTLER, GEORGE D., editor. *Playgrounds: Their Administration and Operation*. New York: National Recreation Association, 1936. 402 p. (\$3.00)

This volume is a record of actual experiences of recreation workers in playground supervision. There is an interesting program of a year's activities at a Memphis playground. Discusses administrative problems, including staff, finances, keeping of records, and playground rules.

1190. COX, EMORY L. "Corecreation in Wichita." *Journal of Health and Physical Education* 8:300-1, May, 1937. Excerpt, *Reader's Digest* 2:42-3, June, 1937.

Describes the introduction of co-educational physical training in Wichita schools in 1936 and how the experiment overcame local opposition. The program included volleyball, tennis, swimming, games, relays, rhythms, and folk dancing, which proved to be especially popular. Co-recreation is entirely natural, helps to develop courtesy and other social habits, and is an excellent method of acquainting boys and girls with personality differences of the other sex.

1191. GARDNER, ELLA. *Development of a Leisure-time Program in Small Cities and Towns*. U. S. Children's Bureau. Washington: Government Printing Office, 1933. 13 p.

Explains the setting up of a community recreation program, beginning with a survey of local needs.

1192. GIRL SCOUTS. *Girl Scout Camps — Administration, Minimum Standards, Waterfront Safety*. New York: Girl Scouts, Inc., 1934. 267 p. (75 cents)

A handbook for planning and conducting different types of Girl Scout camps with emphasis on organization and administration and on those factors that make for good management, health, and safety. Information regarding site, shelter, provisions and equipment, sanitation, leadership, and program — on overnight and week-end camps, troop camps, established camps, gypsy trips, winter camps.

1193. NASH, JAY B. *The Organization and Administration of Playgrounds and Recreation*. New York: A. S. Barnes, 1927. 547 p.

The administration of playgrounds and recreation is considered on three levels: that of the play yard director, with

a single playground; that of the supervisor or department head, in charge of a particular phase of activity; and that of the superintendent of recreation in charge of all activities. Discusses various social institutions around which play and recreation functions have been organized. Presents a nation-wide review of social institutions which at present are making a conspicuous contribution in the field of play and recreation, and points the way to a better type of organization of all the social institutions within the community.

1194. NATIONAL RECREATION ASSOCIATION. *Play Areas — Their Design and Equipment*. New York: A. S. Barnes, 1928. 206 p.

A handbook on the design and equipment of play areas which gives special attention to the problems and needs of towns and small and medium-sized cities. Topics include pools, structures, and equipment; areas for games and sports; the children's playground; neighborhood playfields; home-made apparatus. Contains numerous diagrams, photographs, and illustrations.

1195. NATIONAL RECREATION ASSOCIATION. *Surfacing Playground Areas*. New York: National Recreation Association, 1932. 24 p. (50 cents)

A report of a committee of the National Recreation Association, devoted primarily to children's playgrounds and specially surfaced courts used for tennis, handball, and similar games. Gives information on the kinds of materials used for surfacing such play areas, the methods of constructing and maintaining the surfaces, and the cost involved.

1196. NORTON, EDWARD V. *Play Streets and Their Use for Recreational Programs*. New York: A. S. Barnes, 1937. 77 p. (\$1.00)

Although this type of facility has not become general, it was known as early as 1907. As an illustration of a well-developed program the plan in New York City under the auspices of the Works Progress Administration is described. Briefly enumerated, these activities are: athletics, games, block parties, exhibitions, dramatics, music, and handicrafts. Tells how similar projects can be inaugurated in other localities.

1197. PANGBURN, WEAVER W. "Directing Play as a Civic Function." *Junior-Senior High School Clearing House* 10:348-51, February, 1936.

The functions of public recreation; local programs and how they may be organized; some activities which have proved popular, including handicrafts, nature study, and sports. Prophesies a bright future for public recreation.

1198. RECREATION. *Year Book Number: A Summary of Community Recreation in 1935*. *Recreation* 39:97-184, June, 1936. New York: National Recreation Association.

Statistics on cities and towns with supervised recreation; play areas reported and kinds of facilities offered; expenditures; leadership and training of leaders; and regular and emergency recreation in 1,159 localities reporting to the National Recreation Association.

1199. RECREATION. *Year Book Number: Recreation* 31:123-208, June, 1937.

This issue, entitled *A Summary of Community Recreation in 1936*, contains playground and community recreation statistics and tables showing facilities, leadership, and activities for most of the cities and towns in the United States. Many local leaders reported progress made possible only by emergency funds. The National Youth Administration and the

Works Progress Administration will publish separate reports describing recreation services.

1200. U. S. WORKS PROGRESS ADMINISTRATION, COMMUNITY ORGANIZATION FOR LEISURE. *Instructions to Recreation Leaders*. Serial No. 1, December, 1935. 14 p. mimeo.

Should help the inexperienced leader in making contacts with community agencies and in planning programs. Conceives of the recreation leader as an indispensable public servant.

1201. U. S. WORKS PROGRESS ADMINISTRATION, COMMUNITY ORGANIZATION FOR LEISURE. *Organization and Use of Local Community Councils or Committees*. Serial No. 3, January 20, 1936. 8 p. mimeo.

Designed to inform recreation leaders concerning methods of community organization in localities where advisory councils are not operating.

1202. U. S. WORKS PROGRESS ADMINISTRATION, COMMUNITY ORGANIZATION FOR LEISURE. *Rural Recreation Centers*. Serial No. 2, January, 1936. 5 p. mimeo.

Offers definite plans for the landscape and architecture of a rural recreation center covering 20 acres and providing leisure-time facilities for people of all ages. Contains diagrams.

E. STUDIES IN THE USE OF LEISURE

1203. CRAWFORD, C. C., AND MAYER, ROY W. "How High-School Seniors Spend Their Time." *School Review* 43:598-602, October, 1935.

Summarizes the results of a survey of the leisure hours of 100 senior students of North Platte, Nebraska. Makes pertinent observations on such items as personal care, sleep, meals, work, school day,

study, extra-curricular activities, religion, social functions, recreation, and loafing.

1204. EDGREN, HARRY D. "The Interests and Participation of Boys and Girls in Out-of-School Recreation Activities." American Association of Health and Physical Education, *Research Quarterly* 8:56-68, October, 1937.

A check-list of 66 activities was given to 363 pupils in junior and senior high schools and one junior college, representing rural, suburban, and city areas in the Chicago vicinity. Among numerous conclusions are these: boys expressed a wider range of interest than girls; the variations in facilities and in social-economic status did not affect interests; the extent of participation was not commensurate with amount of interest. Also, the economic status was an important factor in participation; the college students revealed little difference in preferences compared to the younger pupils; the group did not prefer but did enjoy the company of the opposite sex in tennis, skating, boating, dancing, hiking, bicycling, and watching sports.

1205. GORSLINE, ROBERT. "Pupils Testify to Leisure-Time Activities." *School Review* 39:208-12, March, 1931.

Results of a study made during the school year 1929-30 of what the pupils of the Flathead County High School, Kalispel, Montana, do in their spare time and how the training of the school affects their leisure-time activities.

1206. HEATON, KENNETH L. *A Study of the Recreational Life of High School Students*. Chicago: University of Chicago Libraries, 1933. 235 p.

Reports a study of the recreational life of 112 students in five social science classes in a Chicago high school with information on organizations, parties and dancing, motion picture experience, read-

ing interests, summer recreation, the friendships of boys and girls, parental relationships.

1207. LUNDBERG, GEORGE A., AND OTHERS. *Leisure: A Suburban Study*. New York: Columbia University Press, 1934. 396 p. (\$3.00)

An inventory of the recreational resources of Westchester County, New York, and the leisure-time activities of its residents. Stresses the social implications of recreation.

1208. NATIONAL RECREATION ASSOCIATION. *The Leisure Hours of 5,000 People*. New York: National Recreation Association, February, 1934. 83 p. (\$1.00)

The National Recreation Association investigated the ways in which people spend their leisure, the things they would like to do if given the opportunity, and recent changes in the use of free time.

1209. ORR, ADA E., AND BROWN, FRANCIS J. "A Study of the Out-of-School Activities of High School Girls." *Journal of Educational Sociology* 5:266-73, January, 1932.

A study of one week's out-of-school activities of 200 girls in the 9th and 10th grades of a New York City high school, made to determine what the young people did with their free time.

1210. PUNKE, HAROLD H. "Leisure-Time Attitudes and Activities of High-School Students." *School and Society* 43: 844-8, June 27, 1936.

A comparative study of 3,467 Georgia students and 3,369 Illinois students from 22 high schools ranging in size from 90 to 650 pupils. Reports similarities and dissimilarities discovered on such points as sociability, watching athletic events, preferences among radio programs, and

attendance at church, moving pictures, and dances.

1211. REED, DOROTHY. *Leisure Time of Girls in a "Little Italy."* A doctoral dissertation, Teachers College, Columbia University. Portland, Oregon: the author, 1932. 69 p.

A comparative study of the leisure interests and behavior of adolescent girls of Italian parentage, living in a congested area of New York City, which reveals what these girls do with their leisure and whether there are significant differences in leisure interests in the three behavior classifications: satisfactory, questioned, and delinquent.

1212. ROBINSON, REGINALD. "Leisure-Time Activities of the Children of New York's Lower West Side." *Journal of Educational Sociology* 9:484-93, April, 1936.

The uses made of spare time by 1,100 junior high school pupils, discovered by diary schedules for a four-day period. Most popular were: listening to the radio, attending the movies, reading, and outdoor recreation. Generally speaking, the recreation of these children was unwholesome and indicated a need for supervision of these and other desirable activities.

1213. STEINER, JESSE F. *Americans at Play: Recent Trends in Recreation and Leisure Time Activities*. Recent Social Trends in the United States Monograph. New York: McGraw-Hill, 1933. 201 p. (\$2.50)

A study of significant developments in the recreation field indicating recent progress in recreation and some present trends, with emphasis on parks and playgrounds, competitive sports and games, commercial amusements, leisure time clubs and associations, travel, and the

varied activities associated with outdoor vacation life.

1214. STRACHAN, PEARL. "What Does Youth Do With Leisure Time?" *Christian Science Monitor*, p. 1, May 22, 1935.

Some activities which both employed and unemployed young people enjoy. Hobby classes, instruction in handicrafts, the arts, and games are some of the opportunities available because of shorter working days. Many people continue their formal education in spare time.

F. SUGGESTIONS FOR THE USE OF LEISURE

1215. CALKINS, E. E. *The Care and Feeding of Hobby Horses*. New York: Leisure League of America, 1934. 104 p.

Suggestions for using leisure time, discussed under the following topics: doing things, making things, learning things, and acquiring things. There is an extensive bibliography on leisure, recreation, and hobbies.

1216. GREENBIE, MARJORIE B. *The Arts of Leisure*. New York: McGraw-Hill, 1935. 274 p. (\$2.50)

Among other leisure activities, the book discusses the arts of reading, letter-writing, song, conversation, making and growing things.

1217. HAMBIDGE, GOVE. *Time to Live: Adventures in the Use of Leisure*. New York: McGraw-Hill, 1933. 144 p. (\$1.50)

A popularly written discussion of what leisure time may mean to the individual.

1218. HERRING, ELIZABETH B. *A Program Book for Young Women in Small Communities*. New York: Woman's Press, 1933. 29 p.

This handbook gives practical suggestions for utilizing the leisure time of

young women in small towns. Tells how to organize and contains information on such topics as continuing one's education, citizenship, the economic situation, a life philosophy, and problems relating to marriage. There are also instructions on workshop activities, games, dramatics, and music.

1219. LAMPLAND, RUTH, editor. *Hobbies for Everybody*. New York: Harper, 1934.

Well-known people write about their hobbies: Albert Payson Terhune on dogs, Ely Culbertson on bridge, Rudy Vallee on amateur movies, Tony Sarg on marionettes, Dr. John H. Finley on walking, and many others.

1220. MACMILLAN, ARCHIE. "Recreation for Handicapped Children." *Recreation* 31:297-8, 330-1, July, 1937.

Suggestions for play activities and games suitable for children who are unable to enjoy entire freedom: the blind, deaf, paralytic, cardiac, and diabetic.

1221. NATIONAL RECREATION ASSOCIATION. *Recreation and Unemployment*. New York: the Association, 1933. 58 p. (25 cents)

A handbook of program principles and suggested recreational activities for unemployed men and women. Includes a selected bibliography. "The extension of regular recreational programs to serve all citizens, many of them unemployed, has seemed to most communities a sounder approach to the problem than the establishment of specially segregated work for the unemployed as such."

1222. OVERSTREET, HARRY A. *A Guide to Civilized Leisure*. New York: W. W. Norton, 1934. 223 p. (\$2.00)

This book explores many possibilities for valuable leisure-time activities and pursuits, from cultural hobbies to

sports, from politics and peace efforts to gardening and loafing. There are chapters on "Leisure and Unemployment" and "Leisure and Youth." A bibliography is appended.

1223. PANGBURN, WEAVER W. *Adventures in Recreation*. New York: A. S. Barnes, 1936. 138 p. (72 cents)

This book is intended to foster creative living and the exploration of the possibilities for recreation existing in practically every community. Deals with the national recreation movement, municipal recreation, and suggests ways in which we all may enjoy our free time.

G. HANDBOOKS OF RECREATIONAL ACTIVITIES

1224. BOWERS, ETHEL. *Recreation for Girls and Women*. New York: A. S. Barnes, 1934. 425 p. (\$3.00)

Program suggestions for individuals and groups of girls, ranging in age up to 30 years.

1225. BREEN, MARY J. *Partners in Play*. New York: A. S. Barnes, 1936. 185 p.

A revision of the 1934 edition, prepared for the National Recreation Association and the Young Women's Christian Association. Contains suggestions for dances, games, parties, hikes, water sports, snow and ice sports, arts and crafts, music, drama, study groups, and other forms of recreation for young men and women to enjoy together. Lists of references follow each chapter.

1226. CRAFT, DAVE, AND CRAFT, CIA. *Teaching of Archery*. New York: A. S. Barnes, 1936. 93 p. (\$1.00)

A clear presentation of the fundamental principles of a popular sport; includes illustrations.

1227. GARDNER, ELLA. *Handbook for Recreation Leaders*. U. S. Children's Bureau Publication No. 231. Washington: Government Printing Office, 1936. 128 p. (15 cents)

Tells how to play many interesting games and how to conduct recreational meetings, picnics, and other outings.

1228. HEATON, KENNETH L. *Character Building Through Recreation*. Chicago: University of Chicago Press, 1929. 230 p.

A practical outline of recreational leadership; good programs for boys' and girls' clubs; parties, athletics, and gymnastics.

1229. LAWSON, ARTHUR H. *Homemade Games*. Philadelphia: J. B. Lippincott, 1934. 266 p. (\$2.00)

Complete instructions for making and playing indoor and outdoor games, with specifications of tools and materials required.

1230. MCCORMICK, OLIVE. *Water Pageants — Games and Stunts*. New York: A. S. Barnes, 1933. 148 p.

Presents successful methods for producing all types of water pageants. Seven complete pageants are described and illustrated.

1231. MASON, BERNARD S., AND MITCHELL, ELMER D. *Social Games for Recreation*. New York: A. S. Barnes, 1935. 430 p. (\$2.50)

Describes over 1,200 games for home, school, playground, and parties.

1232. MASON, BERNARD S., AND MITCHELL, ELMER D. *Active Games and Contests*. New York: A. S. Barnes, 1935. 600 p. (\$3.00)

Rules for hundreds of old and new games. There are sections devoted to con-

tests between individuals; contests between groups; goal, tag, and combat games; team games; and water, winter, and mounted activities.

1233. MITCHELL, ELMER D., editor. *Sports for Recreation and How to Play Them*. New York: A. S. Barnes, 1936. 467 p. (\$2.50)

Describes and illustrates 28 sports for the beginner or average player. The volume was compiled by the staff of the Department of Intramural Sports, University of Michigan.

1234. ROHRBOUGH, LYNN. *Handy I*. *Handy II*. *Handy III*. Delaware, Ohio: Recreation Cooperative, Inc., 1925, 1931, 1936. (each \$2.50)

Suggestions for all forms of social recreation, games, puzzles, folk-dancing, music, drama, and leadership hints. Seasonal supplements are issued four times a year.

1235. SMITH, CHARLES F. *Games and Game Leaders*. New York: Dodd, Mead, 1932. 658 p. (\$2.50)

Makes suggestions regarding leadership and outlines all sorts of games for people of all ages.

1236. SPALDING'S ATHLETIC LIBRARY. *The Athletic Handbook*. No. 115 R. New York: American Sports Publishing Co., 1936. 144 p. (25 cents)

Rules, methods, charts, and descriptions of activities for girls and women. Sections on athletic games, volley ball, intramural tournaments, track and field. A valuable aid to recreation leaders and physical education teachers.

H. SPECIFIC LEISURE PURSUITS

1. Camping and Hiking

1237. BARNARD, EUNICE. "Youth Follows the High Road to Camp." *New*

York Times Magazine, p. 8, June 30, 1935.

Outdoor activities for young people, such as hiking, mountain climbing, camping; and an account of the American youth hostel movement.

1238. BEARD, DAN. *Do It Yourself*. Philadelphia: J. B. Lippincott, 1934. 183 p.

Descriptive material on nature study, fishing, boating, camping, photography, and other outdoor activities.

1239. LIEBERMAN, JOSHUA. *Creative Camping: a Coeducational Experiment in Personality Development and Social Living, Being the Record of Six Summers of the National Experimental Camp of Pioneer Youth of America*. New York: Association Press, 1931. 251 p. (\$2.00)

Describes the establishment of a camp for workers' children by a group of trade union representatives and leading educators in the progressive education movement.

1240. MASON, BERNARD S. *Camping and Education*. New York: McCall, 1930. 283 p. (\$3.00)

Views the problems of camping from the sociological standpoint and through the reactions of 100 campers (children from nine schools in the better residential sections of Columbus, Ohio) in 51 private camps in different parts of the country. Studies the effect of living in camp on the character and personality of the camper, camp leadership and various kinds of leaders, the extent to which the camper's time should be scheduled or left free, the relative worth and popularity of the various camp activities. Includes statistical tabulations of boy and girl reactions, and selected references.

1241. ROBERTS, EUGENE L. "Mass Hikes." *Recreation* 30:445-7, December, 1936.

The values of organized hikes in a community recreation program. Discusses leadership and describes the "Timpanogas Hike", an annual mountain climb in Utah, which the author has conducted for many years.

1242. SCHROEDER, ARTHUR, AND KAPLAN, FRANK. "Living with Shell-shocked Youth: Story of a Summer Camp." *Recreation* 30:63-6, May, 1936.

A cooperative experiment in camping among a group of unemployed city youth; the difficulties of creating wholesome attitudes in the face of the poor backgrounds and hopeless futures of most of these boys. Need for more individual attention and guidance by elders is stressed, since traditional schooling has failed so many young people.

1243. TOWNSEND, ATWOOD H. *Camping and Scouting Lore*. New York: Harper, 1930. 372 p.

Abundant material on hiking, camping, woodcraft, the camper's tools, Indian lore, nature study, first aid for campers, water fun, scout craft, games and contests, camp projects.

1244. U. S. DEPARTMENT OF THE INTERIOR, NATIONAL PARK SERVICE. *Inexpensive Overnight Accommodations for Recreational Use*. Report and Recommendations of the Committee on Trails and Trail-Lodge Facilities. Washington: National Park Service, State Park Division, June, 1935. 81 p.

A brochure and report submitted to Conrad L. Wirth, Assistant Director of the National Park Service, "based upon an analysis of the need of inexpensive accommodations for recreational use dealing primarily with publicly owned lands,

with particular reference to broad recreational planning, to existing overnight accommodations in these areas, to additional facilities required in meeting this need, and to the degree of participation in which National Park Service may engage, toward progressing the development of these facilities." A study of the American youth hostels is included, with maps of trails. Architects' drawings of proposed shelters show the possibilities of expansion of hiking facilities over the country.

1245. WARD, CARLOS E. *Organized Camping and Progressive Education*. Galax, Va.: the author, 1935. 180 p.

History of the summer camp movement and its development along educational and character-building lines. The activities of Camp Blue Ridge, in Virginia; its records, reports to parents, tests, and stories of the boys' experiences.

2. Youth Hostels

1246. AMERICAN YOUTH HOSTEL ASSOCIATION. *Youth Hostels Handbook*, 1936. Northfield, Mass.: American Youth Hostels, Inc., 1936. 96 p. (25 cents)

Information on trails in this country, membership in the association, passes, expenses, food and lodging, and equipment. Outlines the purpose of the organization, and tells something of overseas hostelling. Includes songs and poems, and other features such as the international sign language of members.

1247. BEATTY, WILLARD W. "Youth Hostels At Home and Abroad." *Progressive Education* 13:227-36, April, 1936.

A brief history of the youth hostel movement, its founders in the United States, the need for increased facilities for hikers; and stories written by two girls of their experiences in this country and in Europe.

1248. BOGARDUS, FLORENCE A. "Seeing Brittany From a Freight Car." *Kadel-pian Review* 15:267-72, March, 1936.

A young American teacher writes of her tour of Brittany with seven French girls, made possible at very small expense by the Youth Hostels Association. She describes the trip and the accommodations furnished by the hostel facilities.

1249. CHEEK, MARY A. "The American Youth Hostel Movement." *Journal of the American Association of University Women* 29:218-20, June, 1936.

The origin of the hiking movement in Germany, its spread to other European countries, and more recently, the founding of the American association at Northfield, Massachusetts. How one becomes affiliated with this movement, fees, facilities available, and the proposed expansion of the New England loop and establishment of new routes over the United States.

1250. CLINE, JUSTIN. "Youth Hostels: America." *Nation's Schools* 20:14-18, August, 1937.

How the hostel movement began in this country and its present facilities. There are now 76 hostels in New England, spaced at intervals of 15 miles along a 1,000 mile chain of trails. Michigan, Pennsylvania, and California have established smaller circuits within their borders. Describes the aims of the enterprise and its many benefits.

1251. COLTON, FLORENCE, AND CONLEY, HELEN. "The American Hostel Trail." *Camping Magazine* 8:10-12, February, 1936.

Brief description of the first "loop" of American youth hostels in Vermont and New Hampshire, founded late in 1934 by Monroe Smith with headquarters at Northfield, Mass. The hostel move-

ment in other countries, and the prospects for its expansion in America.

1252. FAULKNER, THEODORE A. "Education thru Travel in Europe and America." *Secondary Education* 6:120-6, May, 1937.

A college student's report of a summer trip abroad in the company of members of youth hostels groups. Under the guidance of the founders of the American branch of the association, 500 youth and adults made the different tours on bicycle, staying overnight in hostels at a maximum cost of twenty-five cents a night, and seeing the countryside by day. Including the ocean passage, the total cost for each person was a little less than \$300 for the ten-week trip. Sings the praises of the hostel movement and tells of its spread to this country and to Japan. There are some European schools which require that a period before graduation be spent on the open road in groups conducted by teachers. At the present time there are about 5,000 youth hostels on the continent and the British Isles.

1253. FOSTER, JANE. "You Can Go to Europe Too." *American Journal of Nursing* 36:35-7, January, 1936.

A description of a delightful cycling-walking tour of the British Isles made by three American nurses. The holiday was made possible by affiliating with the International Youth Hostel Association, lasted three and a half months, and cost \$350 for each person, including ocean passage.

1254. HYGEIA. "Youth Hostels Shelter Young Travelers." *Hygeia* 13:952, October, 1935.

Briefly announces the opening of America's first youth hostel at Northfield, Massachusetts, and sketches the plans of the American Youth Hostel Association.

1255. LEE, MABEL. "Gypsying by Way of American Youth Hostels." *Journal of Health and Physical Education* 7:218-23, April, 1936.

An entertaining account of a trip through New England taken by a director of women's physical education and a companion. Describes the facilities of the American Youth Hostel Association and suggests ways in which its services may be improved.

1256. MIND AND BODY. "Youth Hostels Movement." *Mind and Body* 38:585-8, September, 1931.

Outlines the development of the Youth Hostels Association of Great Britain, the accommodations of a typical youth hostel, membership regulations, and the location of certain of the hostels in England.

1257. SILVERTHORN, R. H. "The Youth Hostel Movement Enters California." *California Journal of Secondary Education* 12:344-5, October, 1937.

A brief article describing hostel facilities in general, the beginning of the venture in this country, and the Pacific Coast's first chain of hostels, opened in the summer of 1937.

1258. TELFER, G. G. "Second Thoughts on Youth Hostels." *Parents' Magazine* 12:22, 30, 42-3, August, 1937.

The present status of American Youth Hostels, Inc., with headquarters in Northfield, Massachusetts. Explains the procedure of becoming a member and describes many delightful aspects of touring New England on foot or bicycle. Discusses the national organization, its financing, need for more trained field workers, and future plans for expansion.

259. TELFER, G. G. "Youth Follows New Trails." *Parents' Magazine* 10:24-

5, July, 1935. Same, *Scholastic* 28:14, 15, 30, April 4, 1936.

Brief history of the youth hostel movement in Europe and the introduction of the youth hostel idea into America by Mr. and Mrs. Monroe Smith. Explains method of financing hostels abroad.

1260. WIRTH, CONRAD L. *Youth Hostels*. Washington: National Park Service, State Park Division, 1935. 21 p.

The hostel movement in the United States and in foreign countries. Includes a plan and illustration of a large hostel in this country.

1261. YOUNG, T. D. "To See What's Over the Hill." *Rotarian* 48:10-12, April, 1936.

An interesting account of the Youth Hostels Association in Great Britain and Ireland, and the permanent benefits derived from the experiences of young travelers of seventeen nations. Brief history of the hostel movement, including a sketch of its recent beginning in the United States.

3. Handicrafts

1262. EATON, ALLEN H. *Handicrafts of the Southern Highlands*. New York: Russell Sage Foundation, 1937. 370 p. (\$3.00)

Treats both the cultural and the vocational values of craftwork in the southern mountain regions — spinning and weaving, pottery, woodwork, quilting, making furniture and toys, and music and handmade instruments. Discusses the market and the future of these arts as an industry which supports numbers of the people. There are chapters entitled, "Adult Education through Handicrafts", "Museums and Collections of Handicrafts", "Recreation through Handicrafts", and many others. The volume

is profusely illustrated with excellent photographs and color plates.

1263. GRISWOLD, LESTER. *Handicraft — Simplified Procedure and Projects*. Denver: the author, 1931. 320 p. (\$1.00)

Illustrated directions for more than 300 activities, such as primitive Indian crafts, leather, celluloid, metal, wood, batik, rope, and cordage.

1264. HAMILTON, E. T. *Handicraft for Girls*. New York: Harcourt, Brace, 1932. 270 p. (\$3.00)

Directions for stenciling and crayon printing, hooked rugs, paper mosaic, lino-block printing, favors, prizes, fancy costumes, mask making, pottery, table decorations, garden modeling, batik, art metal jewelry, leather craft. Includes a list of dealers, a bibliography, and 59 diagrams.

1265. HARMS, ERNST. "Handicraft and Recreation." *Recreation* 31:243-4, 265, July, 1937.

Sets forth the therapeutic values of handicrafts and advocates more general participation in the manual arts. In this way order and balance may be restored in many lives which have been upset by tension and anxiety.

1266. PERKINS, RUTH. *Hand Book on the Use of Crafts*. New York: Woman's Press, 1934. 71 p. (65 cents)

A discussion of crafts suitable for any community, with a reading list on pottery, textiles, bookmaking, and other handicrafts.

4. Art and Music

1267. AMERICAN MAGAZINE OF ART. "Community Art Centers." *American Magazine of Art* 29:120, February, 1936.

Announces that the exhibition gallery lent by the Art Institute of Chicago

for a showing in Garfield Park is the first of a series of exhibits to be held in parks in other sections of the city in an attempt to aid the Art Institute in extending art interest on the part of "citizens of all walks of life."

1268. AULT, PHILIP H. "Symphony Music Just for Fun." *Leisure* 5:26-8, January, 1938.

Hundreds of youth who are well-grounded in the fundamentals of musicianship graduate from schools and colleges every year, but most of them go into other pursuits and for sheer lack of stimulation forget their music. How a music teacher drew upon this resource to build up an excellent community orchestra in a village of 5,000 people near Chicago. There is work of this sort to be done in thousands of communities by civic-minded music lovers.

1269. DYKEMA, PETER W. *Twice 55 Part Songs for High School Boys*. Boston: C. C. Birchard, 1930.

Intended primarily for senior high school glee clubs. The selections cover a broad range of interest and several degrees of difficulty. The piano accompaniment is given where essential. Includes songs of friendly sentiment, sport and other school activities, sea songs and chantey, humorous songs, camp and hiking songs, and sacred songs.

1270. EARHART, WILL. *The Meaning and Teaching of Music*. New York: M. Witmark, 1935. 250 p. (\$3.00)

The nature of music, the ways of teaching it, and its possible values as seen through its relation to philosophy, aesthetics, and psychology. Among the subjects discussed are: education and modern thought, some features of musical aesthetics, musical responses in relation to musical materials, creative thought

in music. The appendix includes the report, "An Experimental Study of Creative Work in Public School Music", made by the Department of Curriculum Study of the Pittsburgh Public Schools.

1271. ETUDE. "Whither Youth?" *Etude* 54:537-8, September, 1936.

Sketches the situation of young people of our times; their need for outlets in the creative arts, such as school choruses, orchestras, and bands. Believes the results of offering more music to children and young people will repay the expenditure of millions of the taxpayers' money, because of the satisfactions derived, the development of character, and the curbing of criminal impulses.

1272. NATIONAL RECREATION ASSOCIATION. *Community Music*. Boston: C. C. Birchard, 1926. 193 p. (\$1.50)

Recounts the growth of the community music movement in America and provides practical suggestions for community singing, choral and orchestral activities, training leadership, National Music Week, music in holiday and special day celebrations. Appendices include singing games, stories of America's songs, of the Christmas carols, and of the Easter carols.

1273. PATTON, RALPH A. "Mobilizing the Choral Forces of the Community." *Recreation* 27:232-5, August, 1933.

Evaluates community singing and offers suggestions for organizing informal musical groups.

1274. PITTS, LILA BELLE. *Music Integration in the Junior High School*. Boston: C. C. Birchard, 1935. 206 p. (\$2.50)

A course in general music for 7th, 8th and 9th grade pupils, which aims to breathe new life into junior high school music. Materials, suggestions, and units

of study for classroom use are presented with the understanding that they will be adapted by the individual teacher to suit local needs.

1275. ROSENTHAL, H. J. "Music and the New Leisure." *School Music* 35:7, November, 1935.

Cites need for helping young people to build permanent values for themselves and points to music as a way to develop taste and form character.

1276. SURETTE, T. W., AND DAWSON, A. T. *Home and Community Song Book*. Boston: E. C. Schirmer, 1931. 200 p. (With accompaniment, \$1.00; vocal edition, 50 cents)

A compilation of 121 songs with music, diversified in appeal and not too difficult for the average person to sing with ease. There are four sections: Patriotic and National Songs; Folk Songs; Unison and Part-Songs; Chorals, Hymns and Carols.

1277. TWICE 55 COMMUNITY SONGS. The New Brown Book. Boston: C. C. Birchard, 1930. (With accompaniment, \$1.50; vocal edition, 15 cents)

One hundred and seventy-five songs: folk music, patriotic songs, songs of sentiment and home, hymns and Negro spirituals, standard choruses, humorous and college songs.

1278. TWICE 55 COMMUNITY SONGS, No. 2. The New Green Book. Boston: C. C. Birchard. 144 p. (With accompaniment, \$2.00; vocal edition, 25 cents)

A collection of 160 songs, including folk songs of many nations, Indian songs, spirituals, sentimental and humorous tunes, songs for special occasions, patriotic airs, and songs of home.

1279. U. S. WORKS PROGRESS ADMINISTRATION, COMMUNITY ORGANIZATION FOR LEISURE. *General Considerations for Music Directors in Leading Community Programs.* Serial No. 6, May 1, 1936. 7 p. mimeo.

Suggestions for promoting community music; selection of material; stimulating individual participation in the making of music. Includes a brief bibliography of songs for group singing, folk songs and ballads, cowboy and sea songs, chorales, and general books on community music.

1280. ZANZIG, A. D. *Music in American Life, Present and Future.* New York: Oxford University Press, 1932. 560 p. (\$3.50)

A comprehensive survey of the amateur musical facilities of America and an excellent analysis of musical values. Offers valuable suggestions for organizing community programs.

5. Dancing

1281. BURCHENAL, ELIZABETH. *Folk Dances and Singing Games.* Boston: E. C. Schirmer. 83 p.

Music and illustrated instructions for 26 folk dances from England, Ireland, Scotland, Sweden, Norway, Denmark, Russia, Hungary, Italy, and Bohemia.

1282. FORD, HENRY, AND FORD, MRS. HENRY. *Good Morning.* Dearborn, Michigan: Dearborn Publishing Co., 1926. 169 p.

Old-fashioned American quadrilles and contra dances. Music, instructions, and a dictionary of dance terms included.

1283. MARSH, AGNES, AND MARSH, LUCILE. *Textbook of Social Dancing.* New York: Fischer, 1934. 132 p.

Describes the modern systematic method of teaching the dance. There are

five sections: theory, technique, social aids, parties, and teaching the social dance.

1284. SYME, GEORGE, JR. "Dance in the Recreation Program." *Recreation* 29: 255, August, 1935.

Comments on the part played by dances throughout the ages, educational and recreative values of dancing, the advisability of recreation departments assuming responsibility for giving instruction in dancing, and suggestions for providing summer out-of-door dancing programs.

1285. SYME, GEORGE, JR. "Music and the Dance." *Recreation* 29:314, September, 1935.

Stresses the importance of organization and administration as factors in successful dance projects, and the value of music in dancing.

1286. THOMPSON, BETTY LYND. *Fundamentals of Rhythm and Dance.* New York: A. S. Barnes, 1933. 230 p.

The principles of teaching dancing, including rhythms, tap, clog, folk dancing, and plans for staging festivals.

6. Play Production

1287. DRUMMOND, ALEXANDER M. *Play Production for the Country Theatre.* Extension Bulletin No. 82. (Revised). Ithaca, N. Y.: Cornell University, College of Agriculture, Extension Division, 1930. 78 p.

An aid to the inexperienced director, actor, and stage technician.

1288. HOBBS, MABEL F. *Play Production Made Easy.* New York: National Recreation Association, 1933. 71 p. (50 cents)

Offers suggestions for scenery, lighting, costuming, and make-up; contains a number of pantomimes, skits, and very short plays.

1289. JAMES, PAMELA. *A Suggested Production List of Non-Royalty Plays. Part 1 — One-Act Plays.* Production No. 1, WPA Federal Theatre Project. New York: 303 W. 42nd St., October, 1936. 50 p. mimeo.

Synopses of 50 short plays, with names and addresses of publishers, price of copies, cast of characters, sets and costumes needed, types of plays and audiences to which each is suited, and brief comments on their entertainment value.

1290. KOCH, FREDERICK H., AND OTHERS. *Play Producing for School and Little Theatre Stages.* University of North Carolina Extension Bulletin 15, No. 1. Chapel Hill: University of North Carolina, July, 1935. 90 p.

How to organize dramatic groups and produce plays in schools and small communities. Little theatre organization and management. Hints on the construction and painting of scenery, stage lighting, and make-up.

1291. NATIONAL RECREATION ASSOCIATION. *Community Drama.* New York: D. Appleton-Century, 1926. 240 p.

Suggestions for conducting dramatic activities designed to secure wide participation on the part of all community groups. Contains chapters on play production; junior drama, festivals, masques and pageants; religious drama; recreational dramatics; programs and festivals for holidays and special days. Appendices with annotated lists of one-act plays, full-length modern plays, costume plays, plays for children and young people, pantomimes for amateur production; and a bibliography of dramatic production.

1292. SELDEN, SAMUEL. *A Player's Handbook: The Theory and Practice of Acting.* New York: F. S. Crofts, 1934. 249 p. (\$2.75)

Designed to stimulate and guide the actor-apprentice in forming a working theory concerning the playing of a dramatic role and to show him how the principles of this theory may be applied through the development of skill. The actor's language, the expression of emotion, training for expressiveness, the body, the voice, playing the part, the actor and his director. Includes some special exercises and a selected bibliography.

1293. SMITH, MILTON. *The Book of Play Production.* New York: D. Appleton-Century, 1926. 253 p. (\$3.00)

A guide to the amateur which supplies practical directions and answers for most of the questions which arise in putting on a show. Chapters on organization, choosing a play, choosing the players, rehearsals, on producing with and without a theater, the theory of stage design, scenery, costuming, make-up, properties, and lighting.

1294. SMITH, MILTON. *A Guide to Play Selection.* New York: D. Appleton-Century, 1934. 194 p.

Primarily an index and description of full-length and one-act plays, it also includes practical references for amateur producers.

1295. WELLS, CHARLES F. *Drama Clubs, Step by Step.* Boston: Walter H. Baker, 1933. 151 p. (\$1.00)

The dramatic club in all its aspects — organization, play selection, production, financing.

1296. WHORF, RICHARD. *Time to Make Up.* Boston: Walter H. Baker, 1930. 78 p. (\$1.25)

The purpose of the book is to help those who have occasion to use theatrical make-up. Instructions are given on make-up for portrait photography, for the

screen, for tableaux and church dramas, and for various character and type roles.

1297. YOUNG, AGNES B. *Stage Costuming*. New York: Macmillan, 1927. 216 p. (\$2.50)

Information on what costume does for the play, textiles and textures, measuring the individual; the cutter's equipment, different methods of dyeing, costume sewing, accessories, masks. The organization of the costume staff; lights and color values; character costuming; how fashions are made; and contemporary style. Includes illustrations and a short bibliography.

7. Motion Pictures

1298. ANDERSON, MILTON. *The Modern Goliath: A Study of Talking Pictures with a Treatment of Non-theatrical Talking Pictures*. Los Angeles: David Press, 1329 S. Alvarado St., 1935. 91 p.

Points the way to better understanding of this subject, with particular reference to new applications of motion pictures in the field of character building and education.

1299. BLUMER, HERBERT. *Movies and Conduct*. The Payne Fund Studies: Motion Pictures and Youth. New York: Macmillan, 1933. 257 p.

From high school and college students, office and factory workers come their own accounts of their reactions to motion pictures. After a chapter describing the procedures used in this study there follows discussion of fear, terror, sorrow, day-dreaming, imitation, love, excitement, and dissatisfactions arising from homes, clothes, and daily lives of these young people.

1300. CHARTERS, W. W. *Motion Pictures and Youth: A Summary*. The Payne Fund Studies. New York: Macmillan, 1933. 66 p.

States the problem of the influence of the total motion picture situation upon children and young people, and summarizes the results of the 12 studies financed by the Payne Fund of New York under the general heading, "Motion Pictures and Youth."

1301. DALE, EDGAR. *Children's Attendance at Motion Pictures*. The Payne Fund Studies: Motion Pictures and Youth. New York: Macmillan, 1933. 81 p.

The chief purpose of this study, conducted during the year 1929-30, was to find out the frequency of attendance of school children at commercial motion pictures in relation to age, sex, companions, time of day, day of attendance, and program of offerings most frequently viewed. Facts were secured through observers stationed in 15 theaters in Columbus, Ohio, who noted for a three-month period the proportions of the audience composed of persons under the age of seven, from seven to thirteen, from 14 to 20, and 21 and over. By means of an inquiry blank attendance data were secured on approximately 55,000 children from the kindergarten through the 12th grade in 50 different communities in Ohio and several communities in one other state.

1302. DALE, EDGAR. *The Content of Motion Pictures*. The Payne Fund Studies: Motion Pictures and Youth. New York: Macmillan, 1933. 234 p.

The findings of one of the research studies carried out under the auspices of the Payne Fund, which devised a method for analyzing the content of motion pictures and utilized this technique for classifying the major themes of 1,500 feature films from the leading producers, 500 each year for 1920, 1925, and 1930. Summarizes significant data on motion-picture content dealing with locales and settings, the leading characters, clothing worn, circumstances of meeting and lovemak-

ing, sex, marriage, crime, recreation, liquor, tobacco, vulgarity; and the content of the newsreel.

1303. DALE, EDGAR. *How to Appreciate Motion Pictures*. The Payne Fund Studies: Motion Pictures and Youth. New York: Macmillan, 1933. 243 p.

A history of our movie industry and explanation of the process of making pictures, including the story, acting, photography, settings, sound, direction, and music. Points out values and faults of the system and makes suggestions for an ideal production plan.

1304. DYSINGER, WENDELL S., AND RUCKMICK, CHRISTIAN A. *The Emotional Responses of Children to the Motion-Picture Situation*. The Payne Fund Studies: Motion Pictures and Youth. New York: Macmillan, 1933. 122 p. (Combined with *Children's Sleep* by Samuel Renshaw, Vernon L. Miller, and Dorothy Marquis.)

Shows the emotional effect on children and adults produced by certain types of incidents in motion pictures, according to age and sex, as observed in both laboratory and theatre.

1305. FORMAN, HENRY J. *Our Movie-Made Children*. New York: Macmillan, 1933. 288 p. (\$2.50)

A popular summary of 12 studies made from 1929 to 1933 at the request of the Motion Picture Research Council and supported by the Payne Fund. Interpretations and selected illustrative materials included in chapters titled: Who Goes to the Movies; What They See; How Much Do They Remember?; Movies and Sleep; Other Physical Effects; Movies and Conduct; Movie-Made Criminals.

1306. HANMER, LEE F. *Legislation Concerning the Attendance of Children at Moving Picture Theatres*. National

Recreation Association, Bulletin No. 2644, May, 1932. 3 p. mimeo.

Digests and cites statutes in eight states, five cities, and six Canadian provinces.

1307. HOLADAY, PERRY W., AND STODDARD, GEORGE D. *Getting Ideas from the Movies*. The Payne Fund Studies: Motion Pictures and Youth. (Combined with *Motion Pictures and the Social Attitudes of Children*, by Ruth C. Peterson and L. L. Thurstone.) New York: Macmillan, 1933. 102 p.

This study aims to measure the amount and type of general and specific information retained by children over a period of one day to three months, using 17 selected pictures as a basis. Shows the need for providing films suitable for children.

1308. JOURNAL OF EDUCATIONAL SOCIOLOGY 6:193-255, December, 1932.

This issue is devoted to the four-year national study of motion pictures, directed by Dr. W. W. Charters of Ohio State University. Henry J. Forman has written a popular volume, *Our Movie-Made Children*, and Macmillan has published 12 scientific monographs concerning this study. Following are the titles of the articles and names of the authors found in the December issue of the *Journal of Educational Sociology*: "A Technique for Studying a Social Problem", W. W. Charters; "Measuring the Effect of Motion Pictures on the Intellectual Content of Children", George D. Stoddard; "The Galvanic Technique Applied to the Motion-Picture Situation", C. A. Ruckmick; "Measuring the Influence of Motion-Picture Attendance on Conduct and Attitudes", Frank K. Shuttleworth; "The Relation of Motion Pictures to Standards of Morality", Charles C. Peters; "The Effect of Motion Pictures on the Social At-

titudes of High School Children", William H. Short; "Sleep Motility as an Index of Motion-Picture Influence", Samuel Renshaw; "Methods Employed in *Movies and Conduct* and *Movies, Delinquency, and Crime*", Philip M. Hauser; "The Social Role of Motion Pictures in an Interstitial Area", Paul G. Cressey; "Methods for Analyzing the Content of Motion Pictures", Edgar Dale.

1309. MAYHEW, ALFRED F. "The Community, the School, and the Moving Picture." *Secondary Education* 4:227-30, September, 1935.

A description of a successful council created to control the type of films shown in New Haven, Connecticut; its program, reaching the school children and parents by means of meetings, a preview system, and a weekly theatre news bulletin.

1310. MITCHELL, ALICE MILLER. *Children and Movies*. Chicago: University of Chicago Press, 1929. 181 p.

An objective, scientific inquiry into the movie experience of 10,052 Chicago children representing three groups: average public school children, juvenile delinquents, Boy Scouts and Girl Scouts. Information obtained through written quizzes and selected personal interviews gives evidence on frequency of attendance at movies, time of attendance, movie companions, choice of movies, and relative pull of other forms of recreation among each of the three groups.

1311. PETERS, CHARLES C. *Motion Pictures and Standards of Morality*. The Payne Fund Studies: Motion Pictures and Youth. New York: Macmillan, 1933. 285 p.

Evidence of the amount of divergence from current moral standards of social conduct portrayed in the movies.

1312. PETERSON, RUTH C., AND THURSTONE, L. L. *Motion Pictures and the Social Attitudes of Children*. The Payne Fund Studies: Motion Pictures and Youth. New York: Macmillan, 1933. 75 p. (Combined with *Getting Ideas from the Movies*, by Perry W. Holaday and George D. Stoddard.)

Examples of the effect of single pictures, cumulative effect, and persistence of effect. Precise experimental methods showed it possible to change children's attitudes by a single picture selected to produce a stated effect. Children who attended movies and children who did not were used as subjects.

1313. PRESSEY, SIDNEY L. "An Appraisal of the Series, *Motion Pictures and Youth*." *Educational Research Bulletin* 15:111-14, 122, April 15, 1936.

"The total investigation would seem the outstanding example to date of the application of methods from the experimental sciences to a large social problem — a milestone in the progress toward a real social science."

1314. RENSHAW, SAMUEL; MILLER, VERNON L.; AND MARQUIS, DOROTHY. *Children's Sleep*. The Payne Fund Studies: Motion Pictures and Youth. (Combined with *The Emotional Responses of Children to the Motion Picture Situation*, by Wendell G. Dysinger and Christian A. Ruckmick.) New York: Macmillan, 1933. 242 p.

A series of studies on the influence of motion pictures on the sleeping habits of 170 children aged 6 to 18 years. Discusses the effects upon children of loss of sleep and use of coffee.

1315. SEAGOE, MAY V. "The Child's Reaction to the Movies." *Journal of Juvenile Research* 15:169-80, July, 1931.

A study made by a woman's club at the University of California on the in-

fluence of motion pictures over elementary school children. The method used was questionnaire and conference; the conclusions and recommendations point to the desirability of selecting the child's movie fare carefully.

1316. SHUTTLEWORTH, FRANK K., AND MAY, MARK A. *The Social Conduct and Attitudes of Movie Fans*. The Payne Fund

Studies: Motion Pictures and Youth. New York: Macmillan, 1933. 140 p.

A study of 1,400 children in grades five to nine in New Haven, Bridgeport, and Norwalk, Connecticut; Walden, New York; and Dayton, Ohio, made to determine the net effect of the general run of movies on children's attitudes and conduct.

CHAPTER XI

CITIZENSHIP, CHARACTER, AND RELIGION

- A. Citizenship and Civic Training, Nos. 1317-1346
 - See also 486-495, 514, 604, 605, 1898, 2487
- B. Public Opinion and Propaganda, 1347-1354
- C. Character Education, 1355-1385
 - See also 700, 1751-1755, 1910, 1919, 2485, 2486
- D. Religion, 1386-1453
 - 1. Religious Problems of Youth, 1386-1402
 - See also 91, 1038
 - 2. Students and Religion, 1403-1422
 - See also 671, 1912
 - 3. The Church and Youth, 1423-1446
 - See also 1918, 2217
 - 4. The United Youth Movement, 1447-1453
- E. Peace and International Friendship, 1454-1473
 - See also 1908, 1917

“WITH malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; . . . to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.” The immortal injunction in Lincoln’s second inaugural address stands as a definition of good citizenship. The call of civic service has new meanings for each succeeding generation of youth. Since the qualities of good citizenship seem to consist largely of moral and ethical elements, the subject is in a measure associated with character and religion. It has therefore appeared convenient to place references to the literature of citizenship, character, and religion in adjacent sections of the present chapter.

One recent trend of great importance is the increasing recognition of the need for youth to learn how to detect and analyze the propaganda of conflicting special interests, in order that they may not be easily misled by craftily masked appeals to their prejudices and emotional impulses often addressed to them for the promotion of unworthy objects.

Among many sources of additional literature pertinent to the topics in this chapter are the journals of political science and the writings on the teaching of the social sciences. For discussions of youth and the church, resort may be had to the religious press of all denominations.

A. CITIZENSHIP AND CIVIC TRAINING

1317. ABERNETHY, GEORGE L. “Students Take a Look at Politics.” *World Tomorrow* 17:61-3, February 1, 1934.

A description of the National Conference on Students in Politics which met in Washington, late in December, 1933. Covers the purpose of the meeting, the organizations participating, the speakers, and some of the proposals.

1318. BARHAM, THOMAS C., JR. "Training Pupils to be Discriminating Voters." *Social Studies* 26:455-8, November, 1935.

Outlines a course in the problems of democracy aimed at giving pupils some actual training in the practice of voting. Provides information on the population, political parties, nativity of population, and agencies creating public opinion in Framingham, Massachusetts, where the course was introduced.

1319. DIX, JOHN P. "Training in Democratic Followership and Leadership." *Social Education* 2:99-102, February, 1938.

Self-government activities that apply to and supplement the class work in junior high school civics are described by an experienced teacher in the public schools of Kansas City, Missouri. Some of the common pitfalls of "activity programs" are warned against, and principles prerequisite to good results are set forth. A short bibliography is appended.

1320. DURAN, CLEMENT A. *A Source Book for the Discussion of Christian Citizenship*. Albany, N. Y.: Earle Printing Corporation, 1936. 123 p.

An outline and syllabus for use by the annual conferences of boys aged 16 to 21 under the auspices of the New York State Executive Committee of the Y. M. C. A., prepared by the Program Director of the Albany Y. M. C. A. Stimulating questions on taxation and finance, conservation, industry, education, health and safety, social security, crime, housing, transportation, agriculture and markets, banking, civil service, and mental hygiene. Brief descriptions of the various departments of the state government of New York concerned with these matters, and sample bills in the general assembly touching upon them. Designed to assist youth in discussing public affairs intelli-

gently and in understanding the responsibilities of citizenship in a modern state.

1321. ELLWOOD, ROBERT S. "Community Civics." *Illinois Teacher* 26:73-4, 90-1, November, 1937.

After observation of teaching procedures in 16 Illinois high schools, the author presents his views of an ideal course based on pupils' social needs and interests. He traces the growth of the community civics course since the first text appeared in 1907. States the fundamental aims of instruction in social adjustment; outlines a course of study beginning with school orientation, and proceeding through vocations, current events, hobbies, clubs, social participation, sports, movies, and travel. This list is based on replies of 100 high school freshmen to a request for the topics they considered most interesting in their civics course and for other topics they would like to have included.

1322. GUNNISON, ROYAL A. "Youth in a Drive for Cleaner Politics." *Christian Science Monitor*, p. 1, May 23, 1935.

No. 6 in a series of 12 articles. Examples of efforts of "young adults" to improve political conditions during the past few years, notably the organizations in Kansas City and Seattle. Points to the unlimited power of a concerted drive by youth against political corruption.

1323. HART, JOSEPH K. "Responsibilities for Modern Youth." *Child Study* 9: 131-3, January, 1932.

"Millions of children and young people are growing up today under conditions that deny them any chance for a realistic moral experience . . . Never before was there a world in which children could have so many things given to them. Never before a world in which there was so little opportunity for them to do things

with their own hands, to share imitatively and educationally in the vital activities by means of which the family makes its living, to feel the play of neighborhood and community interests and controls, to catch the dawning of a moral feeling from thus sharing in the moral activities of their world."

1324. HARTFORD, ELLIS FORD. "Civic Leadership Through Clubs." *Social Education* 2:91-3, February, 1938.

Refers to several recent experiences with student clubs and election projects in high schools in various localities, all of which have been reported in educational periodicals. Proposes that the National Council for the Social Studies should foster social studies clubs in high schools by issuing charters and developing a system of awards and prizes, probably including scholarships.

1325. JONES, O. GARFIELD. "Effective Citizenship Training." *National Municipal Review* 25:278-82, May, 1936.

The experiences since 1919 at the University of Toledo in the laboratory course, "Effective Citizenship." Describes the practical results of the course, among them an apparent increase in voters among students taking the course; and tells of a successful campaign for a bond issue for new campus and buildings and the work for a city manager charter for Toledo, which was ultimately successful. Enumerates objectives of any citizenship-training course.

1326. JOSEPHY, ALVIN M., JR. "A Plan for Youth in Politics." *National Student Mirror*: 1:6, February, 1934.

Discusses the increase in the number of students taking an active interest in political and economic questions and the growth of opportunities for young people in the federal government. Presents the outlines of a plan designed to enable college students to take part in local politics.

1327. KELLEY, HUBERT. "Youth Goes into Action in Kansas City, Missouri." *American Magazine* 119:12-13, February, 1935.

The early history of the National Youth Movement founded in Kansas City to fight the Pendergast machine with information concerning Joe Fennelly, the leader of the movement, and his associates.

1328. LAMMERS, CLAUDE C. "Sources of Pupils' Information on Current Affairs." *School Review* 46:32-6, January, 1938.

In 1936 and 1937 the Current Affairs Test distributed by *Time* was given to 132 high school students in Waterville, Minnesota. Two questions were added: what news mediums were available in their homes and which had contributed most to their knowledge of current events. In 92 per cent of the homes there were newspapers, in 86 per cent there were radios, and in 29 per cent there were news weeklies. In two per cent there was no news medium, and in five per cent only a radio. The radio was regarded as the most powerful instrument, the newspaper second, and the news weekly third. The same conclusions were drawn from an earlier investigation among recent high school graduates which the author conducted in 1935. It is evident that the possibilities of radio in education are far-reaching.

1329. LITTELL, ROBERT. "These Schools Teach Practical Politics!" *Reader's Digest* 31:75-6, July, 1937.

Cites the examples of New York University, Toledo University, and certain Detroit, Des Moines, and Tulsa public schools which instruct students in the actual workings of local governments, including such practical aspects of civic life as participation in local election campaigns.

1330. Low, A. R. "Training Today's Youth for Tomorrow's Responsibilities." *New England Homestead* 108:6, March 30, 1935.

The story of the origin of an organization for high school students in Vermont, "The Junior Institute of Public Affairs." Its purpose is to interest young men in local and state affairs.

1331. MERRIAM, CHARLES E. *Civic Education in the United States*. Report of the Commission on the Social Studies, American Historical Association, Part IV. New York: Scribner's, 1934. 186 p.

Considers the relation of school instruction in the social studies to the operation of the government of the United States. Chapters on: The Problem of American Democracy; The New Orientation; The Goal; Concurrent Agencies of Civic Education; Integration of Civic Education with Social Training; Trends in Government; The Technique of Politics; Idealism and Government. Includes a selected bibliography.

1332. MERRIAM, CHARLES E. *The Making of Citizens: A Comparative Study of Methods of Civic Training*. Studies in the Making of Citizens. Chicago: University of Chicago Press, 1931. 371 p.

Integrates and interprets studies of trends in civic training made in eight different countries, including Soviet Russia, Great Britain, Italy, Germany, Switzerland, France, America, Austria-Hungary. Chapters cover: The Problem of Civic Education; The Social Composition of Civic Cohesion; Comparison of Techniques of Civic Training; A Comparison of National Systems of Civic Training Taken As a Whole.

1333. MITCHELL, U. S. "Preparing Young People for Political Service." *International Journal of Religious Education* 13:13-14, October, 1936.

Sees an awakening on the part of Christian leaders to their usefulness in helping to solve problems of social betterment and citizenship responsibility. Considers churches qualified to supplement the efforts of schools and colleges in this direction. Cites the example of a Los Angeles pastor who leads a group of young people in their study of current problems and the proper exercise of civic rights. Two members of this group were candidates for public office when this article was written, campaigning on a Christian, humanitarian platform.

1334. MOORE, HARRY H. "The Social Impulses of Youth." *School and Society* 42:658-64, November 16, 1935.

In the spring of 1933 an inquiry was sent to 3,768 students in the third and fourth years of high school, living in 32 cities and towns of the United States, in an effort to discover the social awareness and humanitarian aspirations of young people. "Fifty-one per cent reported social ambitions, gave additional data of significance regarding those ambitions, and also reported one or more kinds of charitable, religious or social work, or the donation of money, or both work and donation."

1335. MOORE, HARRY H., editor. *We Are the Builders of a New World: A Summons to Youth*. New York: Association Press, 1934. 165 p.

A symposium of articles on present social and economic conditions written especially for high school and college youth. The two sections are entitled: "The Present Crisis" and "What To Do About It", and make an appeal to young people to devote their energies toward improving the world in which they live. There are questions for study and collateral reading.

1336. MOORE, HARRY H. *The Youth and the Nation*. New York: Macmillan, 1919. 179 p.

A call to action for youth to espouse the social welfare and to battle such enemies as disease, delinquency, prostitution, intemperance, industrial accidents, child labor, unemployment, and poverty. Points out the inequitable distribution of wealth and the callousness and frivolousness of some of the rich. Follows with inspiring brief biographies of leading workers in the professions, in business, in agriculture, and in organized social work.

1337. NISSEN, S. B. "The Young Citizens League." *Journal of the National Education Association* 19:139-40, May, 1930.

A résumé of the history, activities, and achievements of the Young Citizens League of South Dakota, a state organization of elementary school children with more than 75,000 members.

1338. PIERCE, BESSIE LOUISE. *Citizens' Organizations and Civic Training of Youth*. Report of the Commission on the Social Studies, American Historical Association, Part III. New York: Scribner's, 1933. 428 p.

An investigation of more than 200 patriotic, military, peace, religious, business, political, and fraternal organizations and the extent of their influence on civic education in American schools. Sections cover: The Educational and Civic Policies of Patriotic Organizations; The Educational and Civic Policies of Military Groups; The Programs of Peace Organizations; The Programs of Religious and Racial Groups; Movements of Youth; Policies of Business and Labor Groups; The Programs of Prohibition and Anti-Prohibition Groups. Includes a comprehensive bibliography.

1339. PIERCE, BESSIE LOUISE. *Civic Attitudes in American School Textbooks*. Chicago: University of Chicago Press, 1930. 297 p.

An examination of about 400 textbooks frequently found in schools, including histories, geographies, readers, music books, foreign language texts, and books on civic, social, and economic problems. Undertaken to ascertain the civic attitudes that might result from study of them. Courses of study prepared by state departments of public instruction are also investigated. Includes a list of the books analyzed.

1340. RUSSELL, WILLIAM F. "So Conceived and So Dedicated." *National Education Association, Proceedings* 1935: 609-17. Also in *Department of Superintendence, Official Report* 1935:171-9. Same, *The High School Teacher* 11:70-2, March, 1935; *School and Community* 21:157-61, April, 1935; *Atlantic Monthly* 155:515-22, May, 1935; *Annals of the American Academy of Political and Social Science* 180:168-75, July, 1935.

Depicts the current phases of the struggle between individual freedom and regimentation. Shows that the essential issue has a long historical background, and that America has always chosen a middle course. "And in this case, a middle course, a synthesis, a compromise, if you will, is the strong position." Concludes: "Our safety in the United States, and the progress of our people toward a happy life, depend upon the degree to which we can effect a compromise between our desires. Our only hope is full, free, frank, open discussion from all sides, open propaganda, open influence upon the press, upon public opinion, upon our Congress and legislators, upon our governors and President."

1341. STANGER, ROSS. "Trends in Student Political Thought." *School and Society* 44:602-3, November 7, 1936.

Liberal and conservative tendencies of freshmen at the University of Akron and their parents, studied in the spring of 1936 by means of a checklist of ten questions of public opinion. A table compares political preferences of sons and daughters with those of their fathers and mothers and indicates a trend toward liberalism for boys, but not for girls. On matters of social welfare there is a clear trend toward liberal views.

1342. STOCK, HARRY T. "Youth Goes to the Polls." *International Journal of Religious Education* 12:7-8, June, 1936.

One of the projects of the United Youth Program is directed toward preparing young people to cast their first votes and to assume their share of civic responsibility. Christians should make it their concern to think and act on such matters as social security, relief, capital, labor, government, munitions, compulsory military training, neutrality, and international relations.

1343. WATSON, GOODWIN B. "Education for Citizenship." *Religious Education* 28:330-1, October, 1933.

Review of a committee report for Chicago public schools, showing results of questionnaires on materials and methods of teaching citizenship. Makes recommendations.

1344. WINGO, OTIS T., JR. "Youth in Politics and the Democratic Party." Radio address, March 7, 1932. *Congressional Record* 75, part 10:11089-90, May 25, 1932.

States that American undergraduates have not participated actively in politics to the extent that youth in other countries have, calls attention to the welcome afforded youth by the Democratic Party.

1345. WOLVERTON, DONNELL K. "Youth in Politics and the Republican Party." Radio address, March 7, 1932. *Congressional Record* 75, part 10:11090, May 25, 1932.

Discusses the fundamental purpose of college political clubs and the accomplishments of the Republican Party.

1346. WOOLLEY, MARY E. "The College Woman in the World Community." National Education Association, *Proceedings* 1935:316-19.

The obligation of educated citizens, with special reference to college women, to share community burdens. Suggestions for overcoming the prevailing inertia concerning world affairs. Offers a challenge to college graduates to bend their efforts toward better international understanding.

B. PUBLIC OPINION AND PROPAGANDA

1347. ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE. *Pressure Groups and Propaganda*. The Annals, Vol. 179, May, 1935. 287 p. (\$2.00)

Twenty-eight articles have been assembled under five heads: background of group pressures in the United States; techniques of exerting group pressure; pressure groups, propaganda, and new deals; and the place of propaganda in modern life. In the first section we find material dealing with professional associations, social workers, women's organizations, trade unions, farmers, business men, religion, and political parties. In the section treating specific pressure groups, we find the Chamber of Commerce and the New Deal, official publicity and propaganda and the New Deal, the American Federation of Labor, the Farm Bureau, and pressure groups in Italy and Germany. Final-

ly, there are discussions of propaganda in relation to education, to the press, to dictatorships, to communication agencies; and the role of propaganda in a democracy.

1348. DALLAS, HELEN. "Pink Pills of Propaganda." *Social Frontier* 3:202-4, April, 1937.

An enlivening description of the ways in which from kindergarten onward we are subjected to commercial and political propaganda. Illustrations include health and hygiene campaigns sponsored by businessmen, home economics classes and public utilities, the Girl Scouts, a high school oration on the Constitution, American Legion activities, "red" persecutions in college, the Chemical Foundation and its "Made in America" campaign, student peace strikes, how the American Student Union thrives on the opposition it receives.

1349. DOOB, LEONARD W. *Propaganda: Its Psychology and Technique*. New York: Henry Holt, 1935. 424 p. (\$2.40)

Defines propaganda and describes its various forms as used by commercial advertisers, by patriotic societies and by peace organizations, by the Nazis in Germany and in America, and by the Communist party in the United States. Includes clues to aid in the recognition of propaganda in various guises, and explains how propagandists make use of the several vehicles for the transmission of information and opinion.

1350. ELLIS, ELMER, editor. *Education Against Propaganda*. Seventh Yearbook. National Council for the Social Studies, 1937. Cambridge, Mass.: Lawrence Hall, Harvard University. 183 p.

Prepared as a guide to social-studies teachers and to young people in their efforts to become acquainted with the de-

rious ways of propaganda and the sources of information available during one's lifetime of citizenship. There are 16 articles dealing with propaganda fostered through the press, moving pictures, radio, lectures, "patriotic" organizations, and the special interests of labor, politics, and business. These special-interest groups work directly upon our schools; labor to a lesser extent, the politicians in many harmful ways, and business men in potent though subtle pressure. The chapter, "Propaganda Influences within the School", by Howard K. Beale, should be of particular interest to the general reader. There are also chapters describing practices and theories which can be used by teachers of the social studies in preparing their students to make choices in matters of public issue.

1351. ODEGARD, PETER H. *The American Public Mind*. New York: Columbia University Press, 1930. 308 p. (\$2.50)

The influence of social agencies and institutions in contributing to the formation of public opinion. Successive treatment of the family, the church, the school, the newspaper, the political party, advertising and propaganda. There is also a discussion of censorship and democracy. Two introductory chapters deal respectively with the foundations of personality and with social behavior.

1352. PUBLIC OPINION QUARTERLY. *Public Opinion in a Democracy*. Special Supplement to the January 1938 issue of *Public Opinion Quarterly*. 96 p. (\$1.00)

The proceedings of the Institute of Human Relations held at Williamstown, Massachusetts, August, 1937, under the auspices of the National Conference of Jews and Christians. Twenty-eight papers are grouped under seven headings: Public Opinion in a Democracy, Dangers and Safeguards of Democracy, Motion

Pictures and Human Relations, Public Opinion and Motion Pictures, The Press and Public Opinion, The Radio and Public Service, and Unifying Influences in a Democracy.

1353. RAUP, BRUCE. *Education and Organized Interests in America*. New York: Putnam's, 1936. 238 p. (\$2.50)

What conditions of society are revealed by our varied and conflicting organized interests? Who compose these groups? What do they want and how do they operate to obtain their wants? These groups can be roughly classified into two types: those concerned with the distribution and control of wealth and those concerned with nationalism, war, and international policy. Significant national organizations have been studied and 88 are listed. The book is "an educational interpretation of the nature and interplay" of these organized interests and influences. Four areas of difficulty are recognized: the schools and public utilities, schools and nationalism, schools and religious groups, and public support of "free" education. Asserts that education must combat unprincipled agencies which seek to shape public policy.

1354. ROWELL, CHESTER H. "The Relationship of the Various Freedoms of Speech." *Educational Record* 18:401-11, July, 1937.

Terms the freedom to produce knowledge the first of freedoms, and the freedom to distribute it the second. There is an interesting discussion of the common right of free speech, with special reference to teachers. Sketches the development of intelligence and the critical attitude from primary school to college. "Looking out over the world we find that the vast majority of it is under worse than a medieval tyranny; that the spots on earth in which a man may speak his

mind and print his discoveries and urge his opinions are getting increasingly narrow."

C. CHARACTER EDUCATION

1355. ANDERSON, DOUGLAS S. "The Spiritual Adjustment of the Engineering Student." *Journal of Engineering Education* 27:9-18, September, 1936.

The president of the Society for the Promotion of Engineering Education defines spiritual adjustment as the broadening and refining of qualities of mind and heart, together with a sense of social responsibility. Recommends that teachers themselves furnish worthy examples of personality and character, rather than subject their students to a course in "personality development." Sees spiritual adjustment effected through wise supervision of extra-curricular activities of college life, as well as through classroom contacts.

1356. BALLOU, FRANK W. "An Experiment in Character Education in the Washington Schools." *Educational Record* 15:284-8, July, 1934.

Outlines the program proposed for the fall of 1934; its purpose, methods of instruction, subject-matter, personnel and the training required, and records used.

1357. BROWN, FRANCIS J. "An Investigation in Character Education." *Journal of Educational Research* 30:14-19, September, 1936.

In an attempt to discover what factors of public school life affect personality and what is needed for development of a more consciously planned program of character education, 300 students in educational sociology classes at New York University cooperated in this study. Lists favorable and unfavorable traits developed, and some recommendations for im-

proving the offerings of the school. It appeared that the home and church had a more positive influence on character than school experiences.

1358. CHARTERS, W. W. "The Cope-land Experiment in the District of Columbia." *Educational Record* 15:403-18, October, 1934.

Describes the Washington experiment which shifts the emphasis in education from mass conformity to a prescribed curriculum to individual attention under a program which includes health and behavior records. Ten schools, for white and colored children, were used as a laboratory — elementary, high school, night high school, and a vocational school.

1359. CHARTERS, W. W. "Experiments in Character Education." *Educational Record* 15:289-95, July, 1934.

An indictment of public schools for too much emphasis on formal education and too little on character training. Advocates spearhead projects in a few sections of the country with expansion only as their success is apparent.

1360. COLE, STEWART G. *Character and Christian Education*. Nashville: Cokesbury Press, 1936. 249 p. (\$2.00)

Treats the two cultures which influence the lives of American youth: the secular idealism exemplified by Abraham Lincoln and Horace Mann, and Christian culture. The principles of Christianity and the ideals of a scientific and socially-minded age can be combined to contribute to richer personality, and need not be regarded as in conflict. Part One is devoted to the growth of character, and Part Two to spiritual values gained from articulate and inarticulate religion. Asks, "Are not school and club leaders of the rising generation morally obligated to make the achievement of personal character a pri-

mary test of the institutions they represent?"

1361. DEWEY, JOHN. "Character Training for Youth." *Recreation* 29: 139-42, 175, 176, June, 1935.

Asserts that the blame often placed on schools for the increase in criminality is not justified, because of outside influences constantly at work on growing personalities. Does not consider direct moral instruction in the classroom a solution. Since the acquisitive motive contributes so largely to undesirable character development, that attitude must be replaced by a cooperative spirit before we expect young people to exhibit the desired characteristics. There is also need for parent education, for group activities of a recreational and social nature, and for more active participation in useful work by children and youth in school.

1362. GERMANE, CHARLES E., AND GERMANE, EDITH G. *Character Education*. New York: Silver, Burdett, 1929. Part I, 259 p. Part II, 224 p.

Discusses a program combining the theory and practice of character building and furthering cooperation between school and home. Presents the results of school, home, and community projects carried out in 16 cities and 31 rural communities in which 915 teachers and 5,463 parents cooperated. Part I is concerned with how schools can build character; Part II with how school and home can cooperate to build character. Includes a selected bibliography on the correlation of history, geography, civics, and literature for junior and senior high school.

1363. HARTSHORNE, HUGH, AND MAY, MARK A. *Studies in Deceit*. New York: Macmillan, 1928. Book I, 414 p. Book II, 306 p.

Book I contains a simple statement of the methods and aims of the study

and covers problems of measurement, factors associated with deceit, and moral values in contemporary education. Book II is devoted to statistical methods and results and includes chapters on: The Statistical Approach to the Study of Character; Standardization of Test Materials and Scoring Devices; The Relations of Intelligence, Age, and School Status to Deception; Data on Social and Biological Concomitants of Deception; Data on Types of School Experience and Deception; Data on the Effects of Moral and Religious Education; Data on the Specificness of Conduct, Attitudes, and Motivation.

1364. HARTSHORNE, HUGH; MAY, MARK A.; AND MALLER, JULIUS B. *Studies in Service and Self-Control*. New York: Macmillan, 1929. 559 p.

Book I, *Studies in Service*, deals with the measurement of cooperative and charitable behavior and with factors associated with service; Book II, *Studies in Self-Control*, covers the measurement of self-control and factors associated with it. Conclusions and implications are given.

1365. HARTSHORNE, HUGH; MAY, MARK A.; AND SHUTTLEWORTH, F. K. *Studies in the Organization of Character*. New York: Macmillan, 1930. 503 p.

The volume is divided into five parts: Social Intelligence and Social Attitude; Interrelations of the Factors of Character; Components of Character; The Significance of Integration; Conclusions of the Character Education Inquiry.

1366. HEATON, KENNETH L. *The Character Emphasis in Education*. Chicago: University of Chicago Press, 1933. 405 p.

Education for character by means of the regular subjects of the curriculum; units of instruction in which character education is the major aim;

clubs and other extra-curricular activities; extra-school influences to be reckoned with. School organization and administration from the viewpoint of character education.

1367. HEATON, KENNETH L. "Emphasizing Character Outcomes in the Public School." *Religious Education* 29: 104-12, April, 1934.

A comprehensive program suggested for Michigan schools, coordinating the efforts of schools, clubs, and churches, advocating parent education, community councils to fight delinquency, and the establishment of experimental centers where new methods may be tried. In the curriculum, home rooms, assemblies, and clubs character-building may be the main emphasis. We need to train teachers in this direction and also to give more attention to the maladjusted.

1368. HUGHES, WILLIAM L. "Character Building and Health: The Role of Physical Education." *Journal of Health and Physical Education* 7:9, 56-7, January, 1936.

It is possible to develop character through physical education by teaching children to recognize right and wrong conduct, to practice desirable habits and show the right attitudes and emotions under varying conditions, and to work and play with the group. These habits should carry over into all activities of the individual.

1369. HUNT, R. L. "More Effective Character Education." *Ohio Schools* 12: 226-7, October, 1934.

States the aims of character education and makes four recommendations regarding its place in the curriculum.

1370. JONES, VERNON. *Character and Citizenship Training in the Public School*.

Chicago: University of Chicago Press, 1936. 404 p. (\$3.00)

An experimental study of the extent of influence exerted on the foundations of character by specific educational procedures. It supports the negative findings of others who have attempted to measure gains in character resulting from a formal program of instruction. Three hundred children in eight classes of the seventh and eighth grades were the subjects of a year's study, and were tested at the beginning and end of the year and again six months after the end of the experiment. Three methods were used: firsthand experiencing, discussion, and a combination of the two, all in connection with the social studies.

1371. KILPATRICK, WILLIAM H. "Character and the New Society." *Occupations* 13:395-8, February, 1935.

A report of Dr. Kilpatrick's address at the American Vocational Association's annual meeting, 1934, entitled "The Relation Between General Education and Vocational Education." Both have an obligation to build character and to train youth in adaptability and flexibility; and social opportunity can be equalized by means of wise vocational guidance.

1372. LEWIS, ERNEST D. "Problems of Youth from the Standpoint of Social Studies." National Education Association, *Proceedings* 1935:90-2.

The importance of character education, and attitudes which can be taught by the social studies: habits of appraisal, suspended judgments, valuations of institutions, toleration, unselfish cooperation, particularly with reference to the development of leaders in the public service.

1373. LOPER, VERE V. "Creating Character Values Thru High-School Educa-

tion." National Education Association, *Proceedings* 1935:453-4.

Declares that the teacher and the regular routine life of the school are the most important factors in building character in high school.

1374. McCORMACK, THOMAS J. "Character in Adolescence." In *Our Children: A Handbook for Parents*, p. 237-44. Child Study Association of America. New York: Viking Press, 1932.

Believes that it is the parent's task to humanize the child and that right conduct is self-acquired. "We adults do not speak the same language that children do; the meanings behind the words we utter are not the meanings behind the words they hear; their world of ideas and experience is not the world of our ideas and experience. Hence the cardinal difficulty of all instruction for right conduct. Adults and adolescents synchronize neither in thought nor in experience."

1375. MCKOWN, HARRY C. *Character Education*. New York: McGraw-Hill, 1935. 472 p. (\$3.00)

The history, objectives, and current trends of character education. Direct and indirect methods. The role of the teacher, and the possibilities in classroom and extra-curricular activities. Supplementary non-school organizations for character-building. The responsibility of the home. The history and present status of attempts to apply scientific measurement to character. Some weaknesses and dangers in school programs of character education.

1376. NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF SUPERINTENDENCE. *Character Education*. Tenth Yearbook. Washington: the Association, February, 1932. 536 p.

The volume treats the subject under the following heads: agencies; objectives;

theory; research; in relation to sex, classroom and teacher, the school system, the home; and testing methods.

1377. NATIONAL EDUCATION ASSOCIATION, RESEARCH DIVISION. "Education for Character. Part I, The Social and Psychological Background." *Research Bulletin* 12:43-79, March, 1934. (25 cents)

A review of some of the psychological principles upon which any program of character education should be based. Some of the personal and social factors that enter into character development. In three parts: A New Interest in an Old Problem; Character Building in a New Social Setting; The Nature and Formation of Character, which discusses general definitions of personality and character, the relation of character to heredity and environment, factors in character formation, and processes and principles.

1378. NATIONAL EDUCATION ASSOCIATION, RESEARCH DIVISION. "Education for Character. Part II, Improving the School Program." *Research Bulletin* 12:83-141, May, 1934. (25 cents)

A presentation of ways and means of improving the character-building program of the schools. Sections on objectives and general provisions of the character-building program; and the relation of character to curriculum, individual guidance, and school administration. Includes a selected bibliography.

1379. NELSON, THOMAS H. "Character Building in the College." *Religious Education* 31:5-12, January, 1936.

The curriculum should be organized around understanding self and others, health and recreation needs, sciences and the scientific method, aesthetics, social understanding, vocational selection, and a life philosophy.

1380. NEUMANN, HENRY. *Lives in the Making*. New York: D. Appleton, 1932. 370 p.

The problem of character training. Emphasizes the rebuilding of our social structure.

1381. ROBERTSON, DAVID ALLAN. "Character Processes in Colleges and Universities." *Religious Education* 25:393-7, May, 1930.

Defines education as a process of bringing about desired changes in people and discusses methods of measuring changes in students.

1382. SMITH, HENRY L., AND OTHERS. *Character Development Through Religious and Moral Education in the Public Schools of the United States*. Bulletin of the School of Education, Indiana University, Vol. 13, No. 3, June, 1937. Bloomington: Indiana University. 137 p. (50 cents)

"If we consider character as the resultant of all life's experiences, a quality which is the soul-bent or spirit-attitude of the individual, we must think of it as the goal of all educational effort." The survey covers the present status of moral training; the need for greater emphasis; objectives of courses in the schools; handicaps in character development and methods of teaching; the curriculum as a means of instilling good habits; the place of testing and measuring; and special activities. The authors conclude that there is far too much hesitance about inaugurating definite character-building programs in the schools, that there are increasingly fewer teachers with religious backgrounds on account of this very lack of instruction in the schools they attended. Calls attention to the fine moral background of history in this country.

1383. THRELKELD, A. L. "Education's Oldest Challenge — Character." National Education Association, *Proceedings* 1935:113-14.

A panel discussion on the problem of character education which concludes that character education is a cooperative enterprise and that it is more important to integrate character education with the school program than to teach it as a formal subject.

1384. TUTTLE, HAROLD S. *Character Education by State and Church*. New York: Abingdon Press, 1930. 164 p.

A monograph setting forth ways in which the state and our churches can cooperate in furthering the religious education of children. Certain of the chapters treat character training in the public schools, using school experiences to teach character, religious materials in schools, a movement for a week-day religious school, limitations of character education, and school credit for outside study of religious subjects.

1385. WILLIAMS, LUILLA. "The Character Implications of High School Home Economics — and Their Challenges to the Teacher." *Practical Home Economics* 15:235, 252, July, 1937.

"If the position that character may be developed through fulfilling our obligations to the family group and to society is sound, then the present home economics program which includes not only the study of foods and nutrition, but of the social arts, home management, family relationships, home nursing, personal hygiene, child care, and textile crafts, offers a most excellent opportunity for such developments." A list of 12 reading references is included.

D. RELIGION

1. Religious Problems of Youth

1386. ARTMAN, J. M. "Problems Brought to Religious and Character Education by the Socio-Economic Debacle." *Religious Education* 29:266-70, June, 1934.

Excerpts from a panel discussion on the challenge to church and school to lead the way out of present conditions; the profit motive; and the obstacles placed in the way of free speech from the pulpit.

1387. BURKHART, ROY A. "Youth Forces Move Forward Together." *International Journal of Religious Education* 7: 25, July, 1931.

How a state religious program for youth was planned through the cooperation of Ohio Y. M. C. A.'s, Y. W. C. A.'s, County Youth Councils, and the Christian Endeavor Union. Preliminary conferences set up a program to cover organizational relations, social problems of young people, problems of county and state young people's work, and to further the influence for good made possible through these groups.

1388. DIMOCK, HEDLEY S. "Some New Light on Adolescent Religion." *Religious Education* 31:273-9, October, 1936.

A four-year study of 200 adolescent boys' religious thinking, which led to the conclusion that socio-economic status, church affiliation, and mental ability are the conditioning factors, rather than age or physiological maturity. The boys ranged in age from 12 to 16 years and were classified as conservative Protestant, liberal Protestant, Lutheran, Catholic, and Jewish. Explains in detail the testing technique employed.

1389. FRANZBLAU, ABRAHAM N. "Religious Belief and Character Among Jewish Adolescents." *Teachers College Record*

37:237, December, 1935. Also, Contributions to Education No. 634. New York: Teachers College, Columbia University, 1935.

The purpose of this study was to discover whether acceptance of religious beliefs bears any relationship to superior character. He treats emotional stability and number of beliefs, the ages at which religious instruction was begun, chronological and mental age, school achievement, and related topics. Concludes that no such relationship exists.

1390. FREEHOF, S. B. "Let There Be Faith." *Religious Education* 31:83-4, April, 1936.

Some differences in the attitudes and ideals of European and American young people. Expresses a hope that religion can restore youth's faith in themselves and their futures.

1391. HAYWARD, PAUL R. "Adult Religious Education and Youth." *International Journal of Religious Education* 6: 10, January, 1930.

Discusses the relationship between the adult religious education program and young people's activities. "Youth must find itself and in so doing often can see no other way than that of protest against its elders and a contempt for their ideas. Many young people, of course, conform, and are lost in the dead levels of an inert mind; others rebel and are lost in the currents of a license they cannot control; but in between come those who, through conflict, find an adjustment that carries the human race forward. To this situation adult religious education must adapt itself."

1392. HERRIOTT, F. W. *Christian Youth in Action*. New York: Missionary Education Movement, 1935. 169 p.

What Christian youth groups of the country are doing in an attempt to help

create a better nation and to put into action Christian principles.

1393. MILLER, MADELEINE S. "Youth is Religious." *International Journal of Religious Education* 8:27-8, January, 1932.

Anecdotes illustrate the writer's contention that youth is religious, frank, successful in sublimating its emotions, sacrificial, perplexed, and "thinking straight about the church."

1394. MISSIONARY REVIEW OF THE WORLD. "For Our Unevangelized Youth." *Missionary Review of the World* 59:517, November, 1936.

The movement growing up in this country to reach children and young people who have not received Christian teaching, endorsed by leading Protestant denominations.

1395. MISSIONARY REVIEW OF THE WORLD. "Harnessing Youthful Enthusiasm." *Missionary Review of the World* 55:389-90, July, 1932.

"There is a great need today for youth crusades — crusades for temperance, honesty, personal purity, social and economic betterment and Christian discipleship. We need the enthusiasm of youth, the spirit of daring and adventure, the readiness to attempt seemingly impossible tasks and to suffer for a worthy cause."

1396. MURPHY, LOIS B. "Backgrounds of Adolescent Religion." *Child Study* 13:140-4, February, 1936.

Boys and girls seem to reflect their parents' reactions from the war, their rejection of religion. Urges parents to give children a sense of social values to serve as religious expression, and to teach these values through their own example.

1397. NAGLE, URBAN. *An Empirical Study of the Development of Religious Thinking in Boys from Twelve to Sixteen Years Old.* Washington: Catholic University of America, 1934. 126 p.

A dissertation which analyzes the daily religious thoughts of 79 boys in institutions and parochial schools, as expressed in diaries kept by them over a period of six months to two years.

1398. PIPER, ERNEST E. "Helping Youth Find Positive Religious Convictions." *International Journal of Religious Education* 8:11-12, January, 1932.

The present difficulties confronting young people and the real necessity for them to feel secure and to believe that they are of worth in society. Offers a philosophy of social harmony and some sources of lasting religious convictions.

1399. PLATT, CHARLES A. "When Youth Looks at Missions." *Missionary Review of the World* 59:416-17, September, 1936.

Considers missionary work a means of bettering international relations. Tells of one group of young people interested in this cause and alive to its challenge. Believes youth will follow the way of truth and sincerity by reason of an idealistic nature.

1400. SMITH, RAYMOND A. "Is Religious Education a Lost Cause?" *Christian Century* 53:356-7, March 4, 1936.

A history of the progress of the religious education "movement" in college departments, churches, and Sunday schools, begun thirty years ago; its aims and reasons for lack of conspicuous success. Asks whether directors of religion will regain their influence and support lost during the depression and act as leaders in programs of social action in the churches.

1401. WALSH, FRANCIS A. "Religion in the World Youth Movement." *International Journal of Religious Education* 7: 430-5, January, 1937.

Attributes the increase in crime among young people to a lack of spiritual values resulting from the neglect of religious teaching. Speaks of the Catholic Confraternity of Christian Doctrine, and its avowed purpose of giving every child the "opportunity to learn and exercise religion." Urges youth to work for peace and to unite in a constructive revolution for restoring social order to the world.

1402. WESTON, SIDNEY A., AND HARLOW, S. RALPH. *Social and Religious Problems of Young People.* New York: Abingdon Press, 1935. 304 p. (\$1.75)

A handbook for individual and group use, which should be valuable in the hands of trained leaders. Gives worthwhile information on methods of procedure and materials for study on 18 different topics. Contains a bibliography.

2. Students and Religion

1403. ADAMS, JOHN M. "Students On the March." *Christian Education* 19: 282-8, April, 1936. Reprinted from *The Presbyterian Tribune*, November 28, 1935.

A history of religious awakening among students in this country and a brief treatment of today's economic and social basis of living, which calls for new leaders.

1404. BOLLINGER, H. D. "In the Development of a United Student Christian Movement." *Christian Education* 20: 273-89, April, 1937.

Ideas on this subject expressed by members of the University Commission of the Council of Church Boards of Education. Makes special mention of the recent growth of a United Youth Program

and the support it has received from college students. Discusses the young people's work of the Y. M. C. A. and the Y. W. C. A. The latter part of the article contains general and more specific suggestions for desirable next steps in the development of a nationwide program.

1405. BROWN, HARVEY C. "The Methodist Student Movement — Retrospect and Prospect." *Christian Education Magazine* 27:3-9, September, 1937.

Sketches the growth of the student Christian movement since its beginning as a Y. M. C. A. enterprise. Individual churches followed the example of the Y. M. C. A. in promoting student groups, one of which was the Wesley Foundation sponsored by the Board of Education of the Methodist church. Briefly describes the philosophy, aims, and scope of the present Methodist student movement and compares it with the original Wesley Foundation.

1406. CHRISTIAN CENTURY. "Is There To Be a Student Christian Movement?" *Christian Century* 53:72-3, January 15, 1936.

An editorial discussing the recent Student Volunteer convention at Indianapolis, its lessened stress on the missionary crusade and its new emphasis on social progress. Warns against undue caution and hesitation in inviting the cooperation of other youth groups, notably the American Student Union, which was convening at the same time.

1407. DAVIS, GEORGE W. "Significant Recent Changes in the Student Field." *Christian Education* 21:106-15, December, 1937.

Discusses factors affecting religious programs in colleges, including the increase in all extra-curricular activities and in the number of working students, and the sharp separation of one division from

another in universities, notably among professional departments. There seems to be less religious interest than in past years, but there is still much intelligent belief among college students. Campus religious programs are more often religion-centered than denomination-centered. There seems to be considerable fear and conservatism in student minds today. The new moral standards so commonly criticized are often determined by social custom.

1408. FRIEDEL, FRANCIS J. "Student Participation in Social Action and the Christian Life Ideal." *Christian Education* 19:296-305, April, 1936.

The aims of church colleges and possibilities of students' influence for good. Summarizes a program of social action in colleges and discusses the desirability of young people affiliating with local religious groups.

1409. HARRY, C. P. "Strains on a Student's Faith." *Christian Education* 18: 315-19, June, 1935.

Most conflicts in the minds of college students occur because of the necessity of adjusting the thinking and philosophy of their homes to the more advanced thinking of the college; the difference in methods of teaching facts and attempts to understand religion on a scientific basis; opposing views of professors; unevangelical chapel speakers; generally lower moral standards on the campus; social demands and other time-consuming factors.

1410. KING, WILLIS J. "The Place of Religion in the Liberal Arts Colleges." *Christian Education* 19:352-9, June, 1936.

Sketches the religious backgrounds of all liberal arts colleges; religion and present-day problems; religion and the

social studies; the necessity of placing more emphasis on developing character, training future leaders, and giving a purpose to life.

1411. LAMPE, M. W. "Facts and Impressions Concerning the Present Status of Religion Among Students." Association of American Colleges, *Bulletin* 21: 458-61, November, 1935.

A summary of observations made at the State University of Iowa. The majority of students come from Christian homes; they attend church about as faithfully as their elders; only a small minority join organized religious groups. They show interest in a personal religion and the solution of social problems; there is considerable skepticism, although less than a few years ago; and great ignorance of Biblical history.

1412. LEACH, RAYMOND H. "Courses in Religion in State Universities and Colleges." *School and Society* 37:334-5, March 11, 1933.

Furnishes statistics on the increase in the number of hours of credit courses in the religious field in 33 state universities. Indicates the methods of religious education, the nature of the courses, and presents a brief synopsis of the experiments being carried on in the School of Religion at the University of Iowa.

1413. LINGLE, WALTER LEE. "The Bible and the College Student." *Christian Education* 19:22-5, October, 1935.

Presents the attitude of modern college students toward the Bible and shows what it has meant in the lives of students of the past, including Martin Luther, William Tyndale, John and Charles Wesley, and George Whitefield.

1414. MALAN, C. T. "Does a College Education Tend to Destroy Faith in Re-

ligion?" *Religious Education* 30:132-4, October, 1935.

A survey of the attitudes of 225 senior and postgraduate students at Indiana State Teachers College. This article briefly summarizes their replies to such matters as: church membership and attendance, parents' membership, what features of church offerings are most enjoyed, belief in life after death, views of religion if not church member, increased or decreased interest in religion because of college attendance. There was wide agreement that religion teaches one how to live better, and there seems no reason why this principle cannot be incorporated in all college courses.

1415. MILLER, ROSS. "We Spread Our Influence." Association of American Colleges, *Bulletin* 21:628-30, December, 1935.

Information on the Youth Conference held at Wittenberg College attended by 500 young delegates from congregations connected with the United Lutheran Church in America. Discusses the conference theme, "My Christ, My Life, My Church"; the conference program; the committees; delegates and guests; results; the speakers and their topics.

1416. ROBERTS, GEORGE. "College Deacons." *Christian Education* 20:136-9, December, 1936.

A plan devised by leaders of a church in a college town for attracting freshmen to church services before they fall into the usual careless attitude toward attendance. Tells of the gradual increase in interest through the efforts of the church session and the key students chosen as deacons.

1417. SHEDD, CLARENCE P. *Two Centuries of Student Christian Movements*. New York: Association Press, 1934. 466 p.

The history and growth of the Student Christian Movement, including its intercollegiate and international aspects. Chapters cover: Student Religious Societies, 1700-1750; Post-Revolutionary Student Life and Student Religious Societies of the First Decade of the 19th Century; The Wide-Spreading League of Christian Youth; The Birth of the Inter-collegiate Movement; The Beginnings of the Student Young Women's Christian Associations; Theological and Medical Students' Missionary Movements; The Summer Student Conferences; Preparing for a Student Crusade; The World's Student Christian Federation; Turning Toward New Ways — An Interpretation of Some Events and Problems in the Inter-collegiate Y. M. C. A., 1915-1934.

1418. SHUSTER, GEORGE N. "Dan Gilbert and the Colleges." *Commonweal* 24:63-6, May 15, 1936.

A Catholic priest criticizes Mr. Gilbert's book, *Crucifying Christ in our Colleges*, declaring it contains baseless assertions and statements from other writers which have been misconstrued and incorrectly quoted. Expresses regret that the book has received the support of many Catholics who are unaware of its overstatement.

1419. SMITH, JAMES W. D. "The Place of Religion in Education." *Contemporary Review* 149:88-95, January, 1936.

The possibility of religious teaching being made a part of modern education, from both an intellectual and spiritual approach, so that young people may see beyond today's perplexities and distractions. Our secular world has great need for spiritual growth along with acquisition of formal knowledge.

1420. SPERRY, WILLARD L. "The Religion of the Undergraduate." *Association*

of American Colleges, *Bulletin* 21:462-5, November, 1935.

An appraisal of the level of religion among undergraduates in the American colleges. "If the modern undergraduate is less conventional and traditional in his attitude toward religion, he is more direct and real. He has got away from the departmental view of religion. Whatever religion may mean to him, it concerns the whole of his life . . . I put this unification of life as the one great religious gain which the undergraduate of today has made over his predecessor in my time."

1421. STOCK, HARRY T. "Church Work with Students." *Christian Education* 13:429-41, April, 1930.

Aims in student church work and suggestions for creative contributions by leaders of young people, including special religious emphases, lectures, discussion, groups, drama, reading, worship services, social life, organization, and cooperative planning.

1422. WICKEY, GOULD. "A National Survey of the Religious Preferences of Students in American Colleges and Universities, 1936-1937." *Christian Education* 21:49-55, October, 1937.

Upon authorization of the Council of Church Boards of Education 1,458 colleges were queried regarding the religious composition of their student bodies. Of the 1,340 responses there were 1,171 usable sets of data. In 24 instances the inquiry was reported illegal. Tables show denominational preferences for the various states distributed among 25 types of religion for junior colleges, four-year colleges, state-controlled schools, independent institutions, Protestant, and Catholic schools. Preferences were expressed by 88 per cent of the number represented, in this order: Methodist, Catholic, Baptist Presbyterian, Christian - Congregational

Episcopalian, Lutheran, Hebrew, Disciples of Christ, Christian Science, Latter Day Saints, and various smaller sects. Discusses cooperation between church and school and state, and the potential strength of the churches.

3. The Church and Youth

1423. BAKER, O. E. "The Church and the Rural Youth." In *Catholic Rural Life Objectives*, p. 7-29. National Catholic Rural Life Conference. St. Paul, Minnesota: 1936.

An appeal to young people to heed the teachings of the church and to follow examples of thrift, sobriety, and honesty, so that they may build on strong foundations for the future of our country.

1424. BRENNEMAN, CHARLOTTE. "Should American Youth Go to Church?" *Religious Digest* 5:76-8, October, 1937.

A Beloit College student discusses some of the reasons why young people neglect the church, and places the blame where it belongs — upon the youth themselves, their parents, and the older church members. Adults are all too reluctant to allow youth to share in the leadership of church affairs, and the services have less appeal as a result. The initiative must come first from the church, and gradually young people will take a more active part in organized religion, contributing a vitality and freshness that leads to progress and growth.

1425. BURKHART, ROY A. "Christian Youth and a New America." *Missionary Review of the World* 58:333-4, July, 1935.

A hopeful outlook for the world's future with all young people's organizations working together in a united youth movement; the progress being made in religious camps and conferences.

1426. BURKHART, ROY A. "Christian Youth Movement." *International Journal of Religious Education* 8:21-2, May, 1932.

The size of the movement, value of young people's conferences, some questions studied by the Christian Youth Council of North America, and an appeal for local church groups to work together for a community movement, which can be linked with state and national forces for social salvation.

1427. BURKHART, ROY A. "County Youth Council." *International Journal of Religious Education* 9:23, December, 1932.

An account of the organization and activities of more than 1,200 cooperative youth councils in the United States and Canada. Briefly stated, their purpose is to focus the united efforts of Christian youth upon problems of the church and young people.

1428. BURKHART, ROY A. "Improving the Local Youth Program." *International Journal of Religious Education* 7:17-18, March, 1931.

Five groups of suggestions for leaders of local units of religious organizations for youth.

1429. CHAVE, ERNEST J. "Measuring the Worship Experiences of Youth." *International Journal of Religious Education* 8:21-2, January, 1932.

A survey of 230 high school students in nine Chicago churches points to the values of and needed reforms in church and Sunday School services. Furnishes statistics on reasons for attending, what worship means, ideas of God, conditions conducive to worship, and related subjects.

1430. CHRISTIAN CENTURY. "When Discipline Fails." *Christian Century* 53: 1383-5, October 21, 1936.

Strife in Methodist circles arising from objections to the practice of encouraging young people to take an active part in social issues, to think for themselves, and to express their ideas on controversial questions. Certain laymen oppose such programs as "Christian Youth Building a New World", and seek a return to the old authoritarian method of instructing the youth of the church. The writer deplores such restriction of young people's activities.

1431. CLARKE, JAMES E. "Youth Looks at the Church." *Christian Education* 13: 522-33, May, 1930.

A summary of articles written by college students on young people's attitude toward the church and religion, and suggestions for better understanding between youth and their elders.

1432. GRIMSHAW, IVAN G. "Outlook for Religious Education: Reply to R. A. Smith." *Christian Century* 53:435, March 18, 1936.

The failure of many "directors of religious education" to justify their hire seems to have been due to the over-emphasis on technical training for their work and the standardized curriculum, the narrowness of the program, and neglect of lay leadership. Better results would have come if to the specialized qualifications the ability to minister had been added.

1433. HARLOW, S. RALPH. "Youth Calls for Vitality in Religion." *Christian Science Monitor*, p. 1, May 25, 1935.

What young people criticize in our churches today: failure to unite against war and to accomplish something toward correcting social injustice, which they consider more vital than personal salva-

tion as preached from the pulpit. Dr. Harlow agrees that the church has not done all it should, but feels that it has very real values for modern youth and that they need more than purely "practical" religion.

1434. HARTSHORNE, HUGH. "Character Building Programs in Churches." *Religious Education* 31:28-32, January, 1936.

It is not in the church service, but in Sunday School that we reach young people, and we have failed to create human sympathies and character values there. The program is standardized, even drab, and volunteer teachers do not fill the need for well-trained workers. Affiliated groups, such as the Boy Scouts, accomplish better results, and often the best examples of sharing and serving are found in impoverished churches, where every contribution means personal sacrifice.

1435. HIGH, STANLEY. *Today's Youth and Tomorrow's World*. New York: Missionary Education Movement, 1933. 186 p.

Some of the advances of modern science, and the importance of Christianity in solving modern problems. Sees the need for "a youth movement that accepts Jesus' program as its platform and which takes Jesus' spirit as its driving power . . . The United States has countless organizations of young people. I do not believe that at present it has any youth movement, that is, the entire youth of the country studying these problems and eager to tackle them. Most of the organizations are for young people, not by them. They are hand-me-downs, so to speak, from adults. The handing-down is very gracefully done, of course, and it is always arranged for young people to have a place on the platform. None the less, these movements — however commend-

able — can hardly be thought, except by the extremely gullible, to spring spontaneously from the mind and heart of youth."

1436. KURTZ, ROBERT M. "Church and the Youth Movement." *Missionary Review of the World* 59:453-4, October, 1936.

Youth's demands are no different from all other human needs. Sees the danger of young people being influenced by the wrong kind of leaders, and the opportunity which churches have to cultivate a sense of moral responsibility among youth in order to bring about improvement in the conditions of life.

1437. NALL, T. OTTO. "Methodists Form New Youth Body." *Christian Century* 51:1164, September 19, 1934.

Positions taken by the National Council of Methodist Youth at the 1934 convention on such questions as pacifism, the New Deal, racial injustice, the rights of labor, and other social issues.

1438. NEWTON, JOSEPHINE K. "Youth Challenges the Church." *Scribner's* 97: 308-10, May, 1935.

Youth's attitude toward traditional forms of religion in a world facing great changes; the lack of reality and practical teaching which is responsible for the church's failure to interest youth today. There is still a need felt by the young people for organized religion, however unsatisfied it has been.

1439. PALMER, LEON C. *Youth and the Church: A Manual for Leaders of Young People in the Home, the Church, and the Community.* Milwaukee; Morehouse Publishing Co., 1933. 217 p.

A volume written to make young people better understood and to provide

stimulating leadership. Chapters on: The Meaning of Adolescence; The Characteristics of Adolescence; Adolescent Problems and Possibilities; Adolescent Adjustments and Maladjustments; Personality Problems; The Religious Difficulties of Youth; Youth and the Bible; Youth and Sex; Youth and Vocational Choice; Youth and Recreation; Youth and Religious Education; Special Problems of Adolescent Girlhood; Leadership of Youth.

1440. POLING, DANIEL A. "Christ, the Church, and Modern Youth." *Missionary Review of the World* 60:151-2, March, 1937.

"Modern youth is incurably religious even though he may deny the fact for the moment, by deeds as well as words." Believes that the church can enlist young people in its cause. Youth marches behind dictators through fear, hatred, or self-interest. Why should they not follow Christ's leadership with the same zeal?

1441. SMITH, CECIL D. *Administering the Young People's Department of the Local Church.* London: Pilgrim Press, 1935. 219 p. (85 cents)

A handbook on the needs and interests of young people 18 to 23 years old; programs designed for their use; and suggestions for cooperation between groups in the church and in the interdenominational field.

1442. SMITH, RUTH. "Catholic Youth Movement." *Commonweal* 20:619, October 26, 1934.

A letter to the editor which calls attention to the need for a Catholic youth movement. Who the participants should be, the nature of the program, and how it should be initiated.

1443. SNYDER, ROSS. "A Youth-Week Experience." *International Journal of*

Religious Education 13:11, 35, February, 1937.

A successful Youth Week program launched two years ago by the Prospect Presbyterian Church, Maplewood, New Jersey. Two young men were appointed to places on the church boards after the first experiment, and there has been a real awakening of interest in church affairs on the part of young people.

1444. STEWART, GEORGE. "The Church Challenges Youth." *Scribner's* 100:150-3, September, 1936.

Answers the charge that churches care more for dogma and ritual than for social progress by citing examples of religious leaders in other countries who have died for their objections to injustice and oppression by the government, and the records of countless ministers in the United States who work for peace, economic and social reforms, better housing, and engage in marriage counseling. Urges youth to turn their efforts toward these causes, and to serve wherever they live, taking an active part in church programs of small towns, where the leadership most needs support.

1445. STOCK, HARRY T. "The Church and Youth." *International Journal of Religious Education* 12:9-10, October, 1935.

The mutual benefits possible between young people and the churches today and some shortcomings of organized religion.

1446. TRIPP, THOMAS A. "How Young People Fare in the Unified Church." *International Journal of Religious Education* 14:12, 18, September, 1937.

This article was written to explain the organization and conduct of young people's work in the unified church program described in the April, May, June, and July issues of the *Journal*. The author

was until recently pastor of the Congregational Church at Mystic, Connecticut, which adopted the new plan as a life-saving measure. The Sunday School has been discarded, and there are now four congregations operating as a unit: primary, junior, young people's and adult. Under the new system there has been a great revival of interest among young persons, who had ceased to take part in any church activity.

4. The United Youth Movement

1447. BURKHART, ROY A. "Conferences for World Builders: A Report of the Regional Conferences of the United Youth Movement." *International Journal of Religious Education* 11:21, June, 1935.

What the regional youth conferences mean to young people and to all interested in seeing Christians work together in the community regardless of denomination.

1448. DONNELLY, HAROLD I. "Christian Youth Building a New World." *International Journal of Religious Education* 12:10, 37, May, 1936.

The new emphasis on youth's part in creating a better world was first discussed as a nationwide movement in 1934, and was put into operation the following year. Mentions some of the accomplishments of the program, plans for the future, and goals.

1449. FEDERAL COUNCIL BULLETIN. "United Youth Conferences Make Deep Impression." *Federal Council Bulletin* 18:11-12, April, 1935.

The "Christian youth building a new world" movement.

1450. HAYWARD, PAUL R. "Christian Youth of North America." *International Journal of Religious Education* 7:10, March, 1931.

A summary of Protestant youth activities, including the Committee on Religious Education of Youth of the International Council of Religious Education, "The Christian Quest" program, the Christian Youth Council of North America, and other enterprises. "Of the twenty-one million pupils in the Sunday schools of forty-one Protestant denominations in North America, about eight and one-half millions are in the adolescent division between twelve and twenty-three years of age. In addition to these about three and one-half millions are in the young people's societies of the country, a considerable number of which overlap with the membership of Sunday school youth groups. Allowing for these duplications about ten million adolescent persons are in direct charge of the educational agencies of the church."

1451. INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION. Committee on Religious Education of Youth. *Christian Quest Series*. Chicago: the Council, 203 N. Wabash Ave., 1936.

A series of pamphlets for use in connection with the nationwide program, "Christian Youth Building a New World." Titles of material already published are: *Youth Action in Personal Religious Living*, *Youth Action in Building a Warless World*, *Youth Action on the Liquor Problem*, *Youth Action in the Use of Leisure Time*, *Youth Action in Breaking Down Barriers*, *Youth Action on the Economic Problem*, *Youth Action in Preparing for Marriage and Home Life*, *Youth Action in Christian Patriotism*, *Christian Youth in Missionary Action*, selling at 15 cents each. Other booklets relating to the program are: *Group Action in Building a New World* (15 cents); *General Guide to Youth Action* (25 cents); *Our Share in Building a New World* (10 cents).

1452. INTERNATIONAL JOURNAL OF RELIGIOUS EDUCATION. "The United Youth Movement in Action." *International Journal of Religious Education* 13: 6-8, February, 1937.

"In a Local Church", by William H. Genné. The active interest of college students in two young people's groups in the People's Church, East Lansing, Michigan.

"In a State Council", by E. H. Bon-sall, Jr. A résumé of plans of the United Youth Movement for the coming year, reported by an officer of the Pennsylvania State Council of Christian Education.

"In Summer Conferences", by Harry T. Stock. Some ways the program, "Christian Youth Building a New World", has been incorporated into the curricula of summer camp conferences.

"In a Denomination", by Jesse L. Murrell. How the young people in the Methodist Episcopal church are organized to promote the program of the United Youth Movement.

1453. STOCK, HARRY T. "Student Workers' Round Table." *Christian Education* 19:307-10, April, 1936.

Some suggestions for study in connection with the United Christian Youth Program. Urges attention be given to citizenship and the policies of the various political parties.

E. PEACE AND INTERNATIONAL FRIENDSHIP

1454. BILLERES, RENÉ. "How Can the Youth of the Universities and Schools Contribute to the Realization of a United States of the World?" *New History* 2: 5-8, August, 1933.

A supplementary first prize paper written by a French student in a contest fostered by the New History Foundation. He advocates the establishment of a feder-

ation for international education for the purpose of creating world citizens by study and propaganda, through the study of foreign languages, and by travel. He outlines his plan for the federation's organization.

1455. BOWMAN, NELLE E. "Educating Children for Peace." *Social Education* 2: 169-76, March, 1938.

In the face of apathy on the part of teachers and the public in general regarding international issues, there is nevertheless a great opportunity to educate our children for world peace. Teachers are confronted with such obstacles as newspaper propaganda, lack of suitable texts, no background knowledge of economic and political relations between nations, prejudice, local pressure against presenting controversial subjects to pupils, motion pictures, radio, and other outside influences. The author describes the Tulsa plan for educating high school students for active citizenship in their own community and in the world community.

1456. COOPER, RUSSELL M. "How Can the Youth of the Universities and Schools Contribute to the Realization of a United States of the World?" *New History* 2: 3-5, August, 1933.

The first prize paper in a European competition sponsored by the New History Foundation, won by an American on a travelling fellowship studying in Geneva. "For the achievement of this world state the youth now studying in the universities and schools occupies a strategic position . . . Let him become thoroughly informed on the issues of the movement and encourage his fellows to join through forums and lectures, by League model assemblies and casual discussions, in petitions and resolutions to arouse people's interest and make their voice heard in the capital of the nation. Let him challenge jingoism and narrow

nationalism wherever discovered. Let him refuse to participate and actively oppose compulsory military training as a vicious phase of the outlawed war system."

1457. GUNNISON, ROYAL A. "Youth of Today a Vast Army for Peace." *Christian Science Monitor*, p. 1, May 24, 1935.

A summary of the activities of organizations in and out of colleges in the United States working for world peace, such as International Relations Clubs, National Student Federation, Model Leagues of Nations and World Courts, church groups, and anti-R. O. T. C. groups. Describes the achievements of the group headed by Paul Harris which canvasses neighborhoods in the cause of peace.

1458. HARRIS, PAUL. "Youth Against the Frontiers." *Journal of the American Association of University Women* 27: 205-10, June, 1934.

Describes the Youth Movement for World Recovery, a national peace movement sponsored by the National Council for Prevention of War; and the development of Peace Action groups. "To see the significance of an American youth movement against war, it should be viewed in the light of America's importance in world affairs . . . When such a movement functions within the framework and mood of democracy, of American democracy in particular, it identifies the ideas of peace with the ideals of democracy."

1459. HOCHSTEIN, JOSHUA. "Educating Youth for Pax Pan Americana." *Bulletin of the Pan American Union* 70:490-7, June, 1936.

The founder of the Pan American Student League of New York City tells of the activities of this group during the past six years; its aims, program, conventions, bulletins, and awards.

1460. JOHNSON, EDWIN C. "The Junior R. O. T. C. Knocks at the High-School Door." *Clearing House* 11:460-4, April, 1937. (Available as a reprint from the Committee on Militarism in Education, 2929 Broadway, New York City).

Efforts of the War Department to extend the scope of R. O. T. C. units in high schools and colleges. Calls attention to the success met in the Chicago public high school system, and the failure which resulted from similar attempts in New York City and other localities. States objections to compulsory military training for the young, and defends the author's views on the grounds of the American ideal of democracy.

1461. JOYCE, GEORGE J. *Youth Faces the New World*. Publication No. 298. London: League of Nations Union, June, 1931. 94 p.

Preface by Viscount Cecil. A handbook explaining ways in which youth can further the cause of world peace, intended for young people's organizations.

1462. MASON, GABRIEL R. "What Every College Wants to Know: A Study of High School Students' Conduct in Connection with the So-called Peace Strikes of April, 1935, and April, 1936." *High Points* 18:30-7, September, 1936.

The principal of a New York City high school queried 100 colleges regarding their interest in being informed of students' disobedience in participating in "peace strikes." Denied permission to parade, many boys and girls defied authority. Replies from the colleges confirmed the desirability of passing this information on to admissions officers. Argues for re-education of the offenders to show that wrong methods of approach often defeat the cause.

1463. MORTON, HELEN. "The Students Dramatize an Idea." *Womans Press* 31: 128, March, 1937.

American college students are again calling a strike to express anti-war sentiment, asking administration, faculty, and students to fast twenty-four hours beginning with the morning of April twenty-second. The writer supports the students' program, and lists conditions safeguarding participation by the National Student Council of the Y. W. C. A. The two principal demands of this demonstration are the passing of the Nye-Kvale bill and the American Youth Act.

1464. NATIONAL COUNCIL FOR PREVENTION OF WAR. *Youth Joins Up*. News Bulletin 11, July, 1932. Washington: National Council for Prevention of War.

Account of youth peace activities at the national party conventions in Chicago.

1465. POLING, DANIEL A. *Youth Marches*. Philadelphia: American Baptist Publication Society, 1937. 196 p. (\$1.00)

"Youth marches at the call of overwhelming personalities rather than at the call of principles or programs." Both Christian and non-Christian youth have always been eager to serve and sacrifice. Although this book denounces war, it is not claimed that pacifism is the answer, but that Christian principles and economic pressure are more effective in stamping out warfare. We in America must work for better relations between labor and industry, maintain personal liberty and social freedom, and look to cooperative planning and practical religion for our salvation. The Christian Endeavor group, headed by Dr. Poling, is international in character and membership; and it is from his work with these young people that Dr. Poling's views have been formulated.

1466. SCHOOL AND SOCIETY. "The Demonstration Against War of the National Students' Union." *School and Society* 43:632-3, May 9, 1936.

Quotes the Associated Press report in the *Christian Science Monitor* concerning the anti-war demonstrations on various college campuses April 22, 1936, sponsored by the American Student Union. It was estimated that 500,000 students participated in parades and meetings.

1467. SEIDMAN, HAROLD. "The Colleges Renounce War." *Nation* 136:554-5, May 17, 1933.

An account of the student pacifist campaign inaugurated by the Brown University *Daily Herald*. "Through the co-operation of the Intercollegiate Disarmament Council the movement is spreading to every college in the United States."

1468. SHER, DANIEL. "How Can the Youth of the Universities and Schools Contribute to the Realization of a United States of the World?" *New History* 2: 4-6, September, 1933.

The paper which won second prize in the competition sponsored by the New History Foundation. Its author is a Russian Jewish student. His plan is the formation of an anti-militaristic league, beginning with students' units. He defines its objectives, sketches its organization, and outlines its functions among students of secondary and higher education.

1469. SMITH, MAPHEUS. "Spontaneous Change of Attitude Toward War." *School and Society* 46:30-2, July 3, 1937.

Using the Droba *Attitude Toward War Scale*, 282 students enrolled in sociology classes at the University of Kansas were tested by the author at intervals

from 1932 to 1936. The group as a whole increased in antagonism toward war from year to year. No attempt was made to induce changes in the students' original sentiments.

1470. TAYLOR, MARGARET R. "Youth of the World Unites: World Youth Congress." *Journal of the American Association of University Women* 30:106-8, January, 1937.

Aims and organization of the first World Youth Congress, which met in Geneva, Switzerland, in September, 1936, to study problems of peace. Four commissions were set up to discuss international peace machinery; youth in the economic and social order; the philosophical, moral, and ethical bases of peace; and the policies and future of the Congress. The group works in cooperation with the International Federation of League of Nations Societies. There were present 700 young men and women from 35 countries, representing most races, creeds, and politics. Germany, Italy, and Japan were not represented. The United States delegation of 40 young people, together with the Canadians, was marked by more energy and enthusiasm than was evident in any of the Old World groups.

1471. THOMAS, ELLEN L. "Shall We Go On Making Little Soldiers?" *Clearing House* 11:387-92, March, 1937. Condensed in *Education Digest* 2:19-21, April, 1937. (Reprint available from the Committee on Militarism in Education, 2929 Broadway, New York City.)

A teacher of history explains her method of presenting the true picture of war by means of counting up the losses instead of clothing the records in glory and romance. She lists nine principles which should be useful as guides in educating young people for peace.

1472. WACHS, WILLIAM. "Student Pan-Americanism Goes to Cuba." *High Points* 19:746, March, 1937.

A brief account of a visit to Havana in the summer of 1936 made by adult representatives of the Pan American Student League. This organization was set up in New York City high schools as a means of fostering goodwill between our country and its southern neighbors, and

has spread to other secondary schools and colleges.

1473. WILKINS, ERNEST HATCH. *Students Against War*. Oberlin, Ohio: Oberlin Printing Co., 1936.

Two assembly addresses before the Oberlin student body in November and December, 1935, concerning the Student Mobilization for Peace and other peace activities sponsored by college students in this country.

CHAPTER XII

DELINQUENCY AND SOCIAL MALADJUSTMENT

- A. Comprehensive Books and Reports, Nos. 1474-1488
- B. Local Studies, 1489-1507
 - See also 2218
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- F. Delinquent Girls, 1538-1543
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 - See also 499, 2489-2491
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YOUTHFUL misbehavior and criminality are greatly overplayed in pulpit, press, and radio broadcast. Though the median age of all apprehended law-breakers is such as to disclose that a heavy proportion are young persons, it must be remembered that the total number involved is relatively very small. Nevertheless delinquency and social maladjustment are worthy of scientific scrutiny. Interesting trends are observable. In the study of the causes of delinquency, environmental and social factors tend to be recognized as of greater importance than formerly, while the factors of heredity and of inherent psychic defect, once greatly overemphasized, now recede to a lesser significance.

An increasing amount of attention now comes to be devoted to preventive measures, and, in keeping with the stressing of environmental causes, much study is being given to the relation between delinquency and the social and economic status of the family, the facilities for wholesome recreation, the work of the public school, and the bearing of other community institutions upon each case. One important outcome of this trend is a relatively new but promising emphasis upon the coordination of the efforts of all community agencies for the welfare of youth.

In the area of remedial treatment, equally interesting changes take place. The theory of retribution gives way to the aim of restoring the offender to a useful and

normal life as humanely and speedily as possible. Thus institutions for detention and reformation, once largely devoted to the invention and administration of harsh punitive measures, now assiduously seek and apply methods by which the beneficent influence of a wholesome environment may be brought to bear upon their charges in order to hasten their resumption of useful places in society.

A. COMPREHENSIVE BOOKS AND REPORTS

1474. AICHHORN, AUGUST. *Wayward Youth*. New York: Viking Press, 1935. 236 p. (\$2.75)

An excellent translation of the authoritative German text on the treatment of delinquency. It advocates a psycho-analytic approach in all cases; explains how the children are treated in the author's training school. He employs no set rules, but builds a treatment program around each individual's needs. He believes that educators should be able to recognize neurotic symptoms, and should be familiar with background factors causing anti-social behavior.

1475. CABOT, FREDERICK P., chairman. *The Delinquent Child*. White House Conference on Child Health and Protection, Committee on Socially Handicapped — Delinquency. New York: Century, 1932. 499 p.

The delinquent child and society, with chapters on his relation to the family, school, church, industry, community, and state; the juvenile court; and other child-caring agencies.

1476. CANTOR, NATHANIEL. *Crime*. Chicago: University of Chicago Press, 1935. 45 p.

One of a series of pamphlets prepared to meet the needs of school classes, adult education courses, and workers' groups for readable information on social science subjects. Discusses the relationship to criminal careers of such factors as intelligence, health, family life, schooling,

religious and educational background, friendships, neighborhood, work, recreation, and poverty, and calls attention to some methods of crime prevention.

1477. GLUECK, SHELDON, AND GLUECK, ELEANOR. *Five Hundred Criminal Careers*. New York: Alfred A. Knopf, 1930. 365 p.

A careful investigation into the life histories of 510 men released from the Massachusetts Reformatory during the years 1921-1922, which reveals that "eighty per cent were not reformed five to ten years later, but went right on committing crimes after their discharge." Discusses the history and aims of the reformatory movement; the reformatory and parole system in Massachusetts; the families of the inmates studied; the personal and social backgrounds of the offenders; their criminal experience before sentence to the reformatory; their parole history with data on criminality, industrial record and economic condition, family life, habits, and use of leisure.

1478. GLUECK, SHELDON, AND GLUECK, ELEANOR. *One Thousand Juvenile Delinquents: Their Treatment by Court and Clinic*. Cambridge: Harvard University Press, 1934. 341 p.

A follow-up of boys referred to the Boston Juvenile Court and the Judge Baker Foundation Clinic from 1917 to 1922. Five years after the expiration of sentences or paroles, the records of 1,000 cases were examined, and 923 individuals were traced. Of the group, 88 per cent had continued in delinquent behavior, and 70 per cent had been arrested on an aver-

age of 3.6 times. Thus our court treatment seems to have failed to a large extent.

1479. HAYNES, FRED E. "Delinquency and Child Labor." In *Criminology*, p. 156-61. New York: McGraw-Hill, 1930.

A discussion of the relationship between crime and the occupations of minors which concludes that "occupation of children seems to be conducive to delinquency." Cites certain statistics in support of this belief and refers to certain studies concerned with child labor in street occupations and the delinquency of juvenile workers.

1480. RECKLESS, W. C., AND SMITH, MAPHEUS. *Juvenile Delinquency*. New York: McGraw-Hill, 1932. 412 p.

A study of young delinquents; physical and mental traits, backgrounds, causes, court and institutional care, readjustment and preventive treatment of offenders. Includes tables.

1481. ROBISON, SOPHIA M. *Can Delinquency Be Measured?* New York: Columbia University Press, 1936. 277 p.

A study undertaken by the Welfare Council of New York City in 1931, which questions the validity and feasibility of attempts to measure delinquency. Considers that the legal definition fails "as a distinguishing description and as a tool for statistical measurement" and that delinquency rates for New York cannot be established for areas in relation to distance from the center of the city.

1482. SHAW, CLIFFORD R., AND MOORE, M. E. *The Natural History of a Delinquent Career*. Chicago: University of Chicago Press, 1930. 280 p.

The story of a young criminal from infancy to the beginning of a sentence in the penitentiary; his environment and

its direct bearing on his failure to live honestly.

1483. SUTHERLAND, EDWIN H., AND GEHLKE, C. E. "Crime and Punishment." In *Recent Social Trends in the United States*, p. 1114-67. New York: McGraw-Hill, 1933.

Traces trends in criminal law, the amount and kinds of crime, the police, the criminal courts, and the treatment of convicted persons. "The making of and the breaking of criminal laws and the official and unofficial reactions toward law breakers are influenced in greater or less degree by social conditions. In general they reflect, as well as constitute a part of, modern American culture and social organization. Changes in the field of crime and criminal justice have been slow and gradual in their growth, not cataclysmic. Future modifications in crime and criminal justice will presumably come in a similar manner."

1484. TOLSON, C. A. "Youth and Crime." *Vital Speeches* 2:468-72, April 20, 1936.

A picture of the crime situation today, with data on ages of offenders. Describes the work of the Federal Bureau of Investigation and urges citizens to combat the evils of political rackets through public opinion. Concludes with a statement of the incalculable influence of schools and homes upon children.

1485. U. S. CHILDREN'S BUREAU. *Facts About Juvenile Delinquency: Its Prevention and Treatment*. Bureau Publication No. 215. Washington: Government Printing Office, 1933. 43 p. (5 cents)

Presents the "newer philosophy in regard to the whole problem of delinquency which has grown out of the studies and findings of the delinquency committee of the White House Conference on Child

Health and Protection." Includes suggestions for national, state, and local cooperation in the development of local resources and lists a group of national organizations from whom bulletins and suggestions may be obtained. Each section is supplemented by references for further reading.

1486. VAN WATERS, MIRIAM. *Youth in Conflict*. New York: Republic Publishing Co., 1926. 293 p. (\$1.00)

The problem of delinquency from the viewpoint of the position of youth in modern society and their relations to such agencies and groups as the juvenile court, the home, the school, industry, and the community. The means of adjustment through juvenile court procedure, correctional education, mental hygiene, and the labor of sympathetic and competent social workers. Stresses the need of community cooperation and progressive improvement of the attitudes of adults.

1487. WICKERSHAM, GEORGE W., chairman. *Report on the Causes of Crime*. Vols. I and II. Report No. 13. National Commission on Law Observance and Enforcement. Washington: Government Printing Office, 1931. Vol. I, 354 p. Vol. II, 401 p.

Reports three studies which attempt to throw light on present day theories of criminality. Part I consists of a separate report on the causes of crime in the United States, by Henry W. Anderson. Part II is devoted to a critical examination of the literature on the causes of crime, by Morris Ploscowe, who discusses morphological and physiological, mental, social, economic, and political factors. In Part III, Miss Mary van Kleeck and others inquire into the influence of unemployment and occupational conditions on crime and present an analysis of recorded information concerning approximately one-third

of the men admitted to Sing Sing prison in the twelve months ended February 28, 1930; a statistical study of data on employment and crime in Massachusetts from 1890 to 1929; notes on fluctuations in employment and crime in New York State as shown through statistics dating from 1830 to 1927; material on the Negro's relation to law observance; a summary, conclusions, and an appendix of research methods used in collecting data.

1488. WICKERSHAM, GEORGE W., chairman. *Report on the Child Offender in the Federal System of Justice*. Report No. 6. National Commission on Law Observance and Enforcement. Washington: Government Printing Office, 1931. 175 p.

An inquiry directed by Dr. Miriam Van Waters, which falls into two divisions, one concerned with problems presented by child offenders to the states, the other with problems presented by offenders under 21 to the federal government. There are sections on: Concept of Juvenile Delinquency; Jail Detention of Federal Child Offenders; Administration of Federal System of Justice in Relation to Child Offenders; Penal and Correctional Institutions; Illustrative Case Histories; Federal and State Cooperation in Dealing with Child Offenders; Recommendations. Includes numerous statistical tables. "Any program for the prevention of crime must begin with the proper treatment of the child offender. The lawless careers of most professional criminals begin in childhood. They first become evident in cases of neglect, truancy, incorrigibility, and petty delinquencies."

B. LOCAL STUDIES

1489. BEELEY, A. L. *Boys and Girls in Salt Lake City*. Salt Lake City: University of Utah, 1929. 220 p.

This study was made for the Rotary Club and the Business and Professional Women's Club of Salt Lake City after severe criticism of the city's high delinquency rate. Sections on problems peculiar to boys and to girls, a proposed plan of action, tables, and questionnaires.

1490. BELL, MARJORIE. *The Care of the Delinquent Child in Tulsa, Oklahoma.* New York: National Probation Association, 1934. 50 p. mimeo.

A report of a survey of the existing facilities for the care and treatment of young offenders, made for the purpose of improving juvenile court procedures and reorganizing the boys' detention home. Citizens took active interest in the matter, setting up a council to supervise the carrying out of certain recommendations.

1491. BOYS' CLUBS OF AMERICA. *Delinquent Behavior of Boys in Detroit.* New York: Boys' Clubs of America, Inc., 1933. 71 p. typed.

Juvenile court statistics, percentages of boys reached by boys' work agencies. Regarding the Boys' Clubs, answers such questions as: do they duplicate the work of other similar organizations? Just what are they trying to do? Where are they located? Has the rate of delinquency been reduced among groups of boys who belong to the clubs? The author believes the results justify the extension of the clubs' operations. Several maps, tables, and photographs are included.

1492. BURKE, DOROTHY WILLIAMS. *Youth and Crime: A Study of the Prevalence and Treatment of Delinquency Among Boys Over Juvenile-Court Age in Chicago.* U. S. Children's Bureau Publication No. 196. Washington: Government Printing Office, 1930. 205 p.

Present statistics on the trend of delinquency in this group from 1915 to 1925, gathered from police department,

municipal court, and jail records. Detailed studies of 82 boys from 17 to 20 years old and of 972 boys' court cases furnish needed facts which should aid in planning for boys not reached by the juvenile court.

1493. CALDWELL, MORRIS G. "Recent Trends in Juvenile Delinquency." *Journal of Juvenile Research* 17:179-90, July, 1933.

A statistical analysis of 341 young delinquents appearing before the Juvenile Court of Richland County, Ohio, for the period 1923-32; types of offenses and backgrounds.

1494. FENTON, NORMAN, AND WALLACE, RAMONA. "A Statistical Study of 1,660 Cases Referred to the California Bureau of Juvenile Research." *Journal of Juvenile Research* 21:125-80, July, 1937.

The cases of children appearing before the Bureau from 1929 to 1934 were investigated and made subjects of a demonstration program involving diagnostic and therapeutic work with individual children and educational work with parents, teachers, and court officers. Only five per cent of the offenders were under six years of age or over eighteen; about three-fourths were boys. Topics covered are the children's racial backgrounds, economic status, symptoms of disorder, classification of problems, sex differences as related to problems, and relation of intelligence and school attainment to the different types of offenses. The clinical method has proved highly satisfactory.

1495. GLUECK, ELEANOR. "Culture Conflict and Delinquency." *Mental Hygiene* 21:46-66, January, 1937.

Reports the findings of a factor-by-factor comparison of 121 cases of native-born children of native parentage and 461 cases of native-born children of for-

eign parentage in the Gluecks' study, *One Thousand Juvenile Delinquents*. Explores the family background of the offenders; the education, economic and social status, and compatibility of parents. Also investigates the education, intelligence, health, employment history, school-leaving age, habits, companions, uses of leisure, types of offenses, and numbers of arrests of the young offenders. Employs a control group of girls from the Massachusetts Reformatory to support the conclusion that "there is less apparent reason for the delinquency of the offenders of foreign parentage than for that of offenders of native parentage."

1496. HEALY, WILLIAM, AND BRONNER, AUGUSTA F. *New Light on Delinquency and Its Treatment*. New Haven: Yale University Press, 1936. 226 p.

A three-year study of the family conditions of 143 selected delinquents, made by staff members of three clinics in Boston, Detroit, and New Haven. Treatment took the form of parent education, placement in foster homes, jobs, economic relief, membership in clubs for boys and girls, hobby interests, cooperation with the school, and psychiatric services for both parents and children. Considers emotional disturbances created by the lack of satisfying human relationships responsible for delinquent behavior. Analyzes the results of treatment programs for each type of individual. Recommends that committees of technically-trained workers supervise the treatment of delinquency for the various states.

1497. KIRKPATRICK, MILTON E. "Delinquency in Cleveland and Cuyahoga County During the Depression Period." *American Journal of Orthopsychiatry* 4: 382-6, July, 1934.

Asserts that juvenile courts have not attacked the sources of delinquency and that probation methods are unsatisfac-

tory. Most of the fault seems to lie in the legalistic emphasis given the system. Since 1918 there has been a constant decrease in the number of cases coming before the Cleveland juvenile court, due in part to the activity of unemployment relief agencies and the increased high school attendance.

1498. MALLER, J. B. "Juvenile Delinquency in New York City: A Summary of a Comprehensive Report." *Journal of Psychology* 3:1-25, January, 1936.

Summarizes an analysis of the records of the Children's Courts of New York City, disclosing facts regarding the trend of delinquency, the effects of the depression, the geographic distribution of delinquents, their racial, religious and ethnic backgrounds, and the relationship between the rate of delinquency and various social and economic factors.

1499. MALLER, J. B. "The Trend of Juvenile Delinquency in New York City." *Journal of Juvenile Research* 17: 10-18, January, 1933.

Examines the official reports of the Children's Courts of New York City for the last thirty years and analyzes the trend in the number of court arraignments, causes of arraignment, and their disposition. "This decrease in juvenile delinquency of more than 50 per cent is particularly significant in the light of recent pronouncements concerning an increase in criminality among the youth of this country. These drastic and condemning statements are certainly unfounded, at least as far as New York City is concerned."

1500. MICHIGAN JUVENILE DELINQUENCY INFORMATION SERVICE. *Delinquency News Letter*. Ann Arbor: University of Michigan. 4 p. (25 cents a year)

Issued monthly, reporting statistics on juvenile delinquency in Michigan, research in delinquency in various states, notes on recent literature, information regarding experiments in the prevention and treatment of delinquency.

1501. MILLER, HASKELL M. *The Gang Boy in Texas*. Studies in Sociology, Vol. 2, No. 1, Summer, 1937. Dallas, Texas: Southern Methodist University. 24 p.

A monograph based chiefly upon interviews with 303 boy members of gangs in two cities — 203 in Dallas and 100 in Denton. Offers evidence bearing on gang activities and their relations to parks, Sunday Schools, police, and the size of the urban community. Investigates the role of the girl in mixed gangs, and the extent and origins of abnormality and perversions among gang members. Concludes that the gang often flourishes on account of society's failure to provide suitable social environment and recreational facilities for normal boys and girls.

1502. PARROTT, LISBETH. "100 Young Delinquents and Why." *Survey* 73:344-6, November, 1937.

Reports certain findings of a survey of 100 children committed to Florida state training schools in 1936, undertaken by the Jacksonville Council of Social Agencies. The majority of the delinquents were from 12 to 17 years of age: 31 white boys, 23 white girls, and 46 Negro boys. They were markedly retarded in school; half were truants; and they had had very few recreational opportunities. Most of their families were known to the social agencies, but there was a distressing lack of coordination in the different programs. Jacksonville has no visiting teachers or attendance officers, only one psychologist for all the schools, and no psychiatric services. The juvenile court has no authority over its probation de-

partment. Emphasis is laid on the need for early discovery of problems, long-time treatment, and unity among all social welfare organizations.

1503. PUBLIC CHARITIES ASSOCIATION OF PENNSYLVANIA, COMMITTEE ON PENAL AFFAIRS. *A Study of Behavior Problems of Public School Children in Allentown and in the Juvenile Court of Lehigh County, Pennsylvania*. Philadelphia: the Association, 1932. 133 p.

A survey conducted to determine causes that produce problem children and to furnish recommendations for improving conditions influencing delinquency. Part I describes social factors concerning Allentown and Lehigh County, the cultural and civic resources of Allentown, and the results of a special study of 463 behavior problem and delinquent children. Part II sets forth the function of the visiting teacher and describes the visiting teacher service in Allentown; Part III discusses the local juvenile court system; Part IV is concerned with the relationship of the juvenile court and the public schools to the community; and Part V summarizes the findings and presents recommendations.

1504. SHAW, CLIFFORD R., AND OTHERS. *Delinquency Areas: A Study of the Geographic Distribution of School Truants, Juvenile Delinquents and Adult Offenders in Chicago*. Chicago: University of Chicago Press, 1929. 214 p.

Describes the procedure used in the survey; shows distribution of individual delinquents; includes many maps and charts of trouble-breeding districts; a few case studies are used as illustrations.

1505. SHULMAN, HARRY M. *From Truancy to Crime: A Study of 251 Adolescents*. New York (State) Crime Commission, Sub-Commission on Causes and Effects of Crime, William L. Butcher,

chairman. Albany: J. B. Lyon Co., 1928. 139 p.

Considers the subsequent careers of 251 truant boys in the borough of Manhattan, six years after their release from the Truant School. Data is presented on age of offenders, birthplace of parents, nature of juvenile delinquencies, disposition of cases, nativity of offenders and parents, recency of immigration among parents, number of children in family in relation to type of offense, income per person in relation to type of offense, degree of housing congestion, police record for others in family, onset of truancy, school conduct ratings, grade reached, gang affiliation, type of job held. "The report herewith presented gives conclusive evidence that among the cases studied, chronic truancy was in a disquieting number of cases, the first step in a criminal career."

1506. THRASHER, FREDERIC M. *The Gang*. Chicago: University of Chicago Press, 1927. 571 p. (\$3.00) Revised, 1936. 605 p. (\$4.00)

A study of 1,313 gangs in Chicago, giving a general picture of their history; activities, such as junking, warfare, stealing, the movies, and the railroads; organization and leadership; and ways of combating the problem, such as forming Scout troops, clubs, junior police, and diverting the individuals into various recreational outlets.

1507. U. S. CHILDREN'S BUREAU. *Juvenile Delinquency in Maine*. Bureau Publication No. 201. Washington: Government Printing Office, 1930. (15 cents)

Extent of delinquency by age and sex, work of the courts, case histories illustrating different treatment methods, and recommendations regarding their improvement.

C. SOCIAL AND ENVIRONMENTAL FACTORS

1508. BLUMER, HERBERT, AND HAUSER, PHILIP M. *Movies, Delinquency, and Crime*. The Payne Fund Studies: Motion Pictures and Youth. New York: Macmillan, 1933. 233 p.

Direct and indirect influence of motion pictures on delinquency and crime; attitudes of high school students and groups of criminals toward crime; tendencies of movies to influence offenders toward reform and toward repetition of misdeeds; the motion picture in correctional institutions. Case studies furnish the illustrations.

1509. CRESSEY, PAUL G. *The Taxi-Dance Hall*. Chicago: University of Chicago Press, 1932. 300 p.

Data secured from case records of social agencies and from reports of observers and investigators in Chicago portray the place of the public dance hall in the life of the community. Traces the history of the taxi-dance hall as an urban institution and contains information on the kinds of control used to maintain order, create codes of conduct, and enforce standards. Chapters on: A Night in a Taxi-Dance Hall; The Taxi-Dance Hall as a Social World; The Family and Social Background of the Taxi-Dancer; The Patron: Who He Is, Why He Comes; Origins of the Taxi-Dance Hall; Location of Hall; The Taxi-Dance Hall and Social Reform.

1510. JONES, VERNON. "Relation of Economic Depression to Delinquency, Crime, and Drunkenness in Massachusetts." *Journal of Social Psychology* 3: 259-82, August, 1932.

A statistical study of the number of arrests for theft, for violations of the motor vehicle law and of liquor laws, for

drunkenness, and for juvenile delinquency for all towns and cities of Massachusetts from 1920 to 1931, which seeks to show significant relationships between economic conditions and crime. "The failure of juvenile offenses to rise with unemployment, as comparable adult offenses do, might mean that economic forces make themselves felt more directly and keenly with adults than with children. But the actual decrease must mean that some constructive forces are at work. It may mean that the increased attention to pupil adjustment and character training in the schools, the redoubled efforts of social service agencies working with children, and the attempted improvements in methods of treatment of juvenile offenders in courts and corrective agencies are yielding perceptible results in the form of decreased delinquency."

1511. LUCEY, LAWRENCE. "Housing and Crime." *Catholic World* 143:140-7, May, 1936.

The relation between wretched housing and delinquency in children, resulting in criminal careers. Paints a vivid picture of tenements and slum districts.

1512. MILLER, SPENCER, JR. "Directing the Energies of Youth Into Proper Channels." *Educational Record* 16:147-57, April, 1935. Available as a reprint from the American Council on Education, 744 Jackson Place, Washington, D. C.

Forces influencing juvenile delinquency today and the failure of school and community to develop a social program adequate for the needs of all youth. Mentions the good work of such youth-serving agencies as Boys' Brotherhood Republics, Boy Scouts, the Y. M. C. A. and the Y. W. C. A.

1513. NATHAN, HAROLD. "The Youth Problem in Relation to Crime." *North Central Association Quarterly* 11:199-205, October, 1936.

A law-enforcement officer views the great numbers of young persons committing crimes and lays much of the blame upon adults, who made the mistakes of war and "boom" days, which upset the order of things for the oncoming generation. According to Mr. Nathan, the schools have neglected teaching honesty and respect for law, and religious instruction made part of the curriculum would aid in curbing criminal tendencies. If we will pay for efficient law-enforcement now, in later years there will be less corruption to fight.

1514. SULLENGER, T. EARL. "Economic Status as a Factor in Juvenile Delinquency." *Journal of Juvenile Research* 18:233-45, October, 1934.

Treats the relation of poverty to delinquency as revealed by a study of homes furnishing young delinquents in Omaha, including relief cases.

1515. SULLENGER, T. EARL. *Social Determinants in Juvenile Delinquency*. New York: John Wiley, 1936. 412 p. (\$3.50)

Discusses the effect of mobility and density of population, child labor, and the economic status of the family upon delinquency. The role of the family, the play group, the neighborhood, the school, and the various remedial and preventive forces.

1516. THRASHER, FREDERIC M. "The Gang and the Urban Frontier." *Child Study* 10:224-7, May, 1933.

Discusses the demoralizing influences in unsupervised play groups, the circumstances that cause gangs to exist, where gangs are usually found, and the responsibility of social agencies to promote organization for character building on a community basis. "What the boy learns in the unsupervised gang or gang club usually takes three general trends — personal habits which conventional society regards

as demoralizing; familiarity with the technique of crime; and a philosophy of life or an organization of attitudes which facilitates further delinquency. This is the gang boy's threefold social heritage."

D. PSYCHOLOGICAL AND PSYCHIATRIC FACTORS

1517. BARTLETT, EDWARD R., AND HARRIS, DALE B. "Personality Factors in Delinquency." *School and Society* 43: 653-6, May 9, 1936.

Results of a comprehensive testing program in which inmates of the Indiana Boys' School were compared with a group of students in the Greencastle High School. Disclosed only small differences in mental ability and socio-economic status, but delinquents exhibited much greater emotional instability, more truancy, and difficulty of adjustment in family and school.

1518. BRIDGES, J. W., AND BRIDGES, K. M. BANHAM. "A Psychological Study of Juvenile Delinquency by Group Methods." *Genetic Psychology Monographs* 1:411-506, September, 1926.

Data obtained from the records and psychological tests of 104 boys in a correctional school in Quebec. An analysis of the results of the various tests, a section on the value of the methods used, and a summary of the characteristics of delinquent and problem boys.

1519. HEALY, WILLIAM. "Psychiatry and the Juvenile Delinquent." *American Journal of Psychiatry* 91:1311-25, May, 1935.

"As far as psychiatry is concerned it still remains that the most direct method of ascertaining the essential sources of the trouble in the individual case is through studying the mental life, gaining understanding of emotional attitudes and of the ideational content. Only through

psychiatric studies can we obtain knowledge of the thwartings and dissatisfactions that underly tendencies toward anti-social behavior."

1520. KARPMAN, BEN D. "Crime and Adolescence." *Mental Hygiene* 21:389-96, July, 1937.

A paper read at the first Institute of the Child Adjustment Clinic of Washington, D. C., meeting in May, 1936. Its thesis is the fallacious nature of a popular impression that the majority of criminals show evidence of their bent during adolescence, and that this stage of growth can be blamed for all delinquency which occurs. Maintains instead that criminal tendencies usually originate prior to adolescence. Responsibility for normal development of the child must be assumed by the home, for it is there that affection and security must be provided.

1521. LEVY, JOHN. "A Mental Hygiene Study of Juvenile Delinquency: Its Causes and Treatment." *American Journal of Psychiatry* 12:73-142, July, 1932.

The results of an intensive clinical investigation carried on over a two-year period in a small child guidance clinic in an effort to find out the nature and causes of juvenile delinquency and the best ways of treating or preventing it. Data are given on the relationship between delinquency and heredity, economic status of parents, methods of discipline, sibling relationships, cultural patterns and the physique, personality, intelligence, and conflicts of the child. Different types of delinquent children such as psychopathic personalities, epileptics, mental defectives, and neurotics are discussed.

1522. SNYDER, MARGUERITE A. "Comparison of Mental Traits and Attitudes of Delinquent Boys and Girls." *Journal of Juvenile Research* 15:181-91, July, 1931.

Reports the results of 100 consecutive tests of girls, and 100 consecutive tests of boys, made in 1929, in the Pennsylvania Training School, a correctional institution. Use was made of the Stanford Revision of the Binet Tests, the Stanford Achievement Test, and the Woodworth-Mathews Personal Data Sheet. Includes information secured through questions asked the children concerning why they were sent to the training school, why they committed the offense, and what vocational aspirations they had.

1523. TIEBOUT, H. M., AND KIRKPATRICK, M. E. "Psychiatric Factors in Stealing." *American Journal of Orthopsychiatry* 2:114-23, April, 1932.

A preliminary report of a study of causes of stealing based on an examination of pertinent literature and an evaluation of the psychiatric factors in 106 cases. Discusses the motivation for stealing and indicates, through case illustrations, the part played by faulty training and bad example.

E. DELINQUENT BOYS

1524. ARMSTRONG, CLAIRETTE P. 660 *Runaway Boys: Why Boys Desert Their Homes*. Boston: Richard G. Badger, 1932. 208 p.

This study assembles facts dealing with ages, intelligence, nationality, family and economic backgrounds, health, juvenile court records, institutional experience, and other related aspects of runaway boys.

1525. BATES, SANFORD. "Where Prisoners Come From." *Journal of Juvenile Research* 20:130-7, July, 1936.

An address to the California State Coordinating Council at its second annual conference in April, 1936, which deals with ages, nationality, intelligence, and twenty common personal traits of

delinquent boys. Among these are: feelings of inferiority; the inordinate desire for money and power; love of physical prowess, vulgar entertainment and adventure; loyalty, sincerity, and desire for self-government; resentment of too close supervision, and of police restriction.

1526. BEIN, ALBERT. *Youth in Hell*. New York: Jonathan Cape and Harrison Smith, 1930. 234 p.

Fictionized account of life in a correctional institution for boys, written by a former inmate.

1527. CHRISTIE, AMOS U. "Physical Defects in Delinquent Boys." *Journal of Juvenile Research* 18:13-22, January, 1934.

A comparison of 282 unselected junior high school boys and 282 cases examined at the San Francisco Juvenile Detention Home indicated that essentially the delinquent does not form a special physical group.

1528. HARTWELL, SAMUEL W. *Fifty-Five Bad Boys*. New York: Alfred A. Knopf, 1931. 359 p.

Reports of a chronological series of cases presenting serious behavior problems, contacted by the author at the Judge Baker Foundation during a five-month period, which illustrate the technique of two practical plans of psychotherapeutic treatment, the first that "of so organizing one's mental approach as to make one's treatment more effective and of less potential danger", the second that "of differentiating and therapeutically utilizing degrees in psychiatric rapport."

1529. HILL, GEORGE E. "Vocational Experience and Interests of Delinquent Boys." *Journal of Juvenile Research* 19: 27-32, January, 1935.

A study of the employment histories of 1,500 inmates of the Illinois State

Reformatory, aged 16 to 26. All of the individuals had been employed at some time, but 75 per cent of them were idle when they committed the crimes for which they were apprehended. More than half of the group had left school early to begin working. Tables show the types of jobs held, wages received, turnover in jobs, how jobs were obtained and why left, and the kinds of work the youth preferred. Asks how much of the delinquency is due to unsatisfactory vocational lives.

1530. LANE, HOWARD A., AND WITTY, PAUL A. "The Educational Attainment of Delinquent Boys." *Journal of Educational Psychology* 25:695-702, December, 1934.

An analysis of the educational attainment of about 650 youth in the St. Charles, Illinois, School for Boys as compared with chronological and mental age. "This study suggests the significant role which educational retardation plays in the lives of delinquent boys. Although mental retardation characterized the group, it was much less noticeable and grave than was retardation in the educational growth (as measured by the Stanford Achievement Test). Nevertheless, in the St. Charles School, these boys demonstrated the capacity to profit by the instruction which was planned in accord with their mental and educational status."

1531. LE MESURIER, L. *Boys in Trouble: A Study of Adolescent Crime and Its Treatment*. London: John Murray, 1931. 292 p.

A book by the first woman visitor to the Boys' Prison in London, which tries to show that the problems of youthful crime are nearly all problems of education and seeks to arouse the sympathy of the general public for boys in trouble in order to build up the public opinion necessary to carry out much-needed reforms.

Chapters on: The Meaning of Crime; The Causes of Crime; Personal Defects; Boys in the Dock; Women Workers in the Boys' Prison; Broken Bits of Broken Lives; Pathological Cases; What Shall We Do with Them; Probation.

1532. MOORE, H. K. "Problem Boys in a Problem Nation." *High School Teacher* 9:325-6, November, 1933.

A discussion of the social phenomena in modern times that lead to maladjustment. The extent to which the delinquent or neurotic problem boy of today is the product of "the age of speed and movement."

1533. REUSSER, JOHN L. "Personal Attitudes of Delinquent Boys." *Journal of Juvenile Research* 17:19-34, January, 1933.

An abstract of a doctoral dissertation at the Iowa Child Welfare Research Station. The study was undertaken in 1930 in order to determine how the delinquent boy's attitudes towards himself in relation to others and how his ideas of right differ from those of other boys. The research embraced a group of 423 boys committed to the Iowa Training School for Boys at Eldora; 419 boys in public schools in six representative Iowa towns; 60 boys on probation in four Iowa cities.

1534. SHAW, CLIFFORD R., editor. *Jackroller: A Delinquent Boy's Own Story*. Chicago: University of Chicago Press, 1930. 205 p.

The first of a series of detailed case studies of young male delinquents illustrates the use of personal histories in the study and treatment of problem boys. Background material is presented on the history of this boy's behavior difficulties, his social and cultural environment, and the program of social treatment followed.

1535. SHULMAN, HARRY M. *A Study of Problem Boys and Their Brothers*. New York (State) Crime Commission, Sub-Commission on Causes and Effects of Crime, William L. Butcher, chairman, Albany: J. B. Lyon Co., 1929. 408 p.

Part I deals with the community problem, including slums, schools, and social agencies; Part II makes comparisons between problem boys and their brothers on such matters as age and intelligence; Part III is devoted to case histories.

1536. THOMAS, CORONAL. "Comparison of Interests of Delinquent and Non-Delinquent Boys." *Journal of Juvenile Research* 16:310-18, October, 1932.

A questionnaire covering newspapers preferred, books, magazines, radio programs, movies, and sports was given to 154 boys in the public schools of Lincoln Park and River Rouge, Michigan, and to 2,101 boys in the Detention Home in Detroit in an effort to find out what impression the great amount of crime news in the papers was making on Detroit youth. "In answering the question as to the impression made by crime news on the minds of the youth of Detroit, the only thing that can be said is that in the groups selected for this study sports proved more interesting than crime news. Sports were 22% more interesting than crime stories in the delinquent group and 10% more in the non-delinquent."

1537. TYSON, DOROTHY K. "A Study of Certain Behavior Traits of Young Delinquent Boys." *Journal of Juvenile Research* 14:280-9, October, 1930.

A study of undesirable traits of 246 boys at the Whittier State School in California. "The ten traits ranking highest, that is, displayed by the greatest number of boys, were laziness, disobedience, resentment toward discipline, inattentiveness, quarrelsomeness, lying, swearing,

filthy language, instability of mood, and bullying, in the order named. Those evidenced by the least number of boys were as follows: hallucinations, cruelty to animals, delusions, day dreams, tendency to cry, immorality with other boys, threats to kill or hurt, self-pity, feelings of inferiority, and masturbation."

F. DELINQUENT GIRLS

1538. BEANE, JAMES C. "Survey of Three Hundred Delinquent Girls." *Journal of Juvenile Research* 15:198-208, July, 1931.

A study of 300 inmates of the Indiana State School for Girls, committed over a period of six years, and an analysis of follow-up records of 877 discharged girls. Tables furnish a basis for comparison with other institutions.

1539. GLUECK, SHELDON S., AND GLUECK, ELEANOR. *Five Hundred Delinquent Women*. New York: Alfred A. Knopf, 1934. 539 p.

A study of women paroled from reformatories, dealing with their offenses, case histories, and parole records. Descriptive analysis and statistics of factors affecting the success of parole.

1540. HENRY, CHARLOTTE. "Objectives in Work with Unmarried Mothers." *Family* 14:75-8, May, 1933.

Reports some observations made during a two-week visit in a maternity home and indicates some of the new methods used in dealing with problems of illegitimacy, such as helping unmarried mothers evaluate themselves and their situation, emphasizing vocational training, correcting long standing physical defects, providing instruction in personal hygiene and health habits, and giving a more important place to recreational activities.

1541. MCCLURE, W. E., AND GOLDBERG, BRONETT. "Intelligence of Unmarried Mothers." *Psychological Clinic* 18: 119-27, May, 1929; and 20:154-7, October, 1931.

The first article gives the results of a study of the general mentality of 84 unmarried girls referred by a maternity home over a four-year period to the Juvenile Adjustment Agency, Toledo, Ohio, where each girl was given the Stanford-Binet Test. The second article reports the results of a similar study of 77 girls admitted to the maternity home after 1929, compares the data secured in both investigations, and gives the results of the combined scores.

1542. POWDERMAKER, F., AND OTHERS. "Psychopathology and Treatment of Delinquent Girls." *American Journal of Orthopsychiatry* 7:58-71, January, 1937.

A preliminary report of a study of 81 delinquent girls in a home sponsored by the Brooklyn Council of Jewish Women. Two of the writers reorganized the home six years ago, according to Aichhorn's principles. Describes the treatment employed for four types of behavior problems, and the personal histories of the cases. Forty girls were considered successfully adjusted and have not been brought to court since discharge from the home.

1543. SMITH, ENID S. *A Study of Twenty-five Adolescent Unmarried Mothers in New York City*. New York: Salvation Army Women's Home and Hospital, 314 East 15th St., 1935. 98 p.

The first part of the volume reports some conclusions gained from about 30 research studies on this subject. The second part deals chiefly with social and psychological factors which have a bearing on the schools, and the need for sex education in the public schools in par-

ticular. Case histories of the girls are outlined, from which we learn something of their homes, economic status of parents, occupation of father, companions, recreation, church connections, attitudes, ideals, reaction to present situation, sources of sex information. Considerable difference in attitudes of white and colored girls concerning illegitimacy was observed. A control group of 100 Girl Reserves was used to compare factors contributing to this form of misbehavior.

G. BEHAVIOR PROBLEMS

1544. ACKERSON, LUTON. *Children's Behavior Problems: A Statistical Study Based on 5,000 Children Examined Consecutively at the Illinois Institute for Juvenile Research*. Chicago: University of Chicago Press, 1931. 268 p.

This study represents the opinions of a social worker, a psychiatrist, a physician, and a psychologist concerning personality and conduct problems observed in this group of children, taking into consideration age and intelligence.

1545. BAKER, H. J., AND TRAPHAGEN, VIRGINIA. *The Diagnosis and Treatment of Behavior-Problem Children*. New York: Macmillan, 1935. 393 p. (\$2.50)

A technical description of the validity and applications of the Detroit Behavior Scale, used in Detroit public schools. Discussion of psychological, social, and emotional reasons for misbehavior, and methods of treating all variations from the normal. Concludes with case studies and statistical evaluations.

1546. BASSETT, CLARA. *The School and Mental Health*. New York: Commonwealth Fund, 1931. 66 p.

Articles on problem children and the teacher's relation to them, school success, fear, parental handling, and the problem teacher. Includes a bibliography.

1547. BENTLEY, JOHN E. *Problem Children*. New York: W. W. Norton, 1936. 437 p.

The book is based on lectures for the past 10 summers at the University of Colorado, in a course, "Education of Handicapped Children." The material is treated from the point of view of the child's welfare and also his debt to society. Emphasizes the value of child guidance clinics and the relation between health and mental disabilities.

1548. HEALY, WILLIAM; BRONNER, AUGUSTA F.; AND OTHERS. *Reconstructing Behavior in Youth: A Study of Problem Children in Foster Families*. New York: Alfred A. Knopf, 1929. 325 p.

The results of a study of 501 children placed in foster homes. Discusses the treatment of special problems and the techniques and follow-up of child placement.

1549. KAPLAN, ALBERT J. *Study of the Behavior Problem Pupil in a Secondary School*. Philadelphia: Temple University, 1933. 187 p.

A study of 1,747 white boys and 232 Negroes who entered Central High School in Philadelphia from 1925 to 1927, which compares delinquents with non-delinquents with respect to intelligence and progress in school and with respect to the incidence among them of certain hereditary and environmental characteristics. The author also seeks to determine the extent to which unfortunate teacher-pupil relationships are responsible for developing behavior difficulties. Reviews previous studies in the field and presents recommendations. Numerous charts and tables included.

1550. MORGAN, JOHN J. B. *Psychology of the Unadjusted School Child*. New York: Macmillan, 1936. 346 p. (\$2.25)

A revised edition of a book which has been of benefit to parents and teachers who need help in the treatment of maladjusted children. There is a discussion of ways of preventing disorders as well as caring for cases which need special treatment.

1551. MYERS, THEODORE R. *Intra-Family Relationships and Pupil Adjustment*. Contributions to Education No. 651. New York: Teachers College, Columbia University, 1935. (\$1.50). Summary, *Teachers College Record* 37:329-30, January, 1936.

A study of the relation between selected factors in home conditions and the behavior of pupils in school. States the objectives of the study; methods of obtaining the information from 700 junior and senior high school pupils, parents, teachers, and guidance officers; follow-up procedures; and findings. Concludes that there are specific deficiencies in the home life of the poorly-adjusted.

1552. OWENS, ALBERT A. "The Behavior-Problem Boy." *Journal of Educational Research* 20:166-80, October, 1929.

An analysis of the literature pertaining to the behavior problem boy and the delinquent, and a study of 1,373 boys from the Daniel Boone School in Philadelphia, the disciplinary center for the entire city. Data secured included: causes of sending boys to the disciplinary school; age at which misbehavior began; court records of the boys at time of admission; physical, intellectual, and educational status of the boys; their age, race, nationality, and citizenship; home conditions and environment; economic status of parents; out-of-school activities; time spent in disciplinary school; dismissal from school; post-school careers.

1553. PAYNTER, RICHARD H., AND BLANCHARD, PHYLLIS. *Educational Achievement of Problem Children.* (first printing 1929). New York: Commonwealth Fund, 1932. 72 p.

A study based on records from demonstration child guidance clinics in Los Angeles and Philadelphia, primarily concerned with diagnosis and treatment of cases of personality difficulties and behavior problems. Contains 22 tables.

1554. RICHARDS, ESTHER L. *Behavior Aspects of Child Conduct.* New York: Macmillan, 1932. 299 p.

A series of lectures delivered at the request of the Baltimore branches of the Child Study Association of America in 1929 as a means of helping parents, public health nurses, clergymen, pediatricians, playground workers, and teachers solve individual behavior problems. Chapters include: Physical Handicaps and Their Relation to Child Behavior; School and the Intellectual Misfit; The Importance of Habit Training During Early Years; Social Conditions as Factors in Behavior; Play Outlets and Misdirected Child Energy; Principles in the Management of Adolescence; What About the Delinquent; Community Consciousness of Child Health. "The more frequently we think of behavior as an aspect of health, and health as a component of behavior, the easier will it be for us all to correct the tendency to judge conduct by interpreting behavior."

1555. RICHARDS, ESTHER L. "Behavior Problems." *Social Work Year Book* 1935: 42-7. New York: Russell Sage Foundation.

Examines the problem of juvenile delinquency and the scientific point of view as applied to behavior problems. Includes a short list of references. "Respect for law must arise from principles of life

guidance and management that come from within and are not the product of arbitrary orders from without. When a child or adolescent grows up in an environment in which freedom from responsibility for the life and happiness and rights of his fellows is featured in the press, and screen, and problem play, he is quite unlikely to acquire a working balance between destructive and constructive spontaneity."

1556. SAYLES, MARY B. *The Problem Child at Home.* (first printing 1928). New York: Commonwealth Fund, 1932. 342 p.

A study of parent-child relationships based on some 200 case records from child guidance clinics. Part I deals with emotional satisfaction sought, Part II with mistaken ideas influencing the parent-child relationship, and Part III presents the histories of 12 boys and girls.

1557. SAYLES, MARY B., AND MUDD, HOWARD W. *The Problem Child in School.* (first printing 1925). New York: Commonwealth Fund, 1929. 285 p. (\$1.00)

Reports of visiting teachers in several communities on maladjusted children, the causes underlying their behavior, and the use of psychology and psychiatry in attempting to solve their problems. There are case studies of 26 boys and girls with representative types of personality and behavior disorders.

H. PREVENTION AND TREATMENT OF DELINQUENCY

1. General Principles and Plans

1558. GLUECK, SHELDON, AND GLUECK, ELEANOR, editors. *Preventing Crime.* New York: McGraw-Hill, 1936. 509 p. (\$4.00)

This volume contains 24 reports of crime-prevention experiments in this country, including coordinated community programs, part-time and full-time guidance services, school, recreation, and police programs, and boys' clubs. In addition to descriptions of these activities and the techniques involved, the results of such programs are evaluated.

1559. HANSL, EVA B. "Must These Youngsters Be Gangsters?" *New York Times Magazine*, p. 6, 7, 21, January 26, 1936.

Calls organized crime one of the major industries of today, with an over-supply of recruits from the ranks of youthful delinquents. Presents a graphic account of the crime situation, its cost to taxpayers, and suggestions for uniting the forces of social agencies to prevent delinquency. Mentions the Community Councils of Social Agencies, which will succeed in their work if the reputation of individual and organization is made subordinate to the welfare of child and community.

1560. JOHNSTON, JAMES A. "The First Line of Defense." *School and Society* 44: 42-6, July 11, 1936.

An address by the Warden of Alcatraz prison before the California Teachers Association, dealing with three phases of crime prevention. Statistics on the numbers of young people in prison. The importance of checking anti-social behavior in its earliest stages; the responsibility of schools, social agencies, boys' and girls' clubs, and guidance clinics in detecting and correcting delinquency; the effect of school failure upon delinquency.

1561. MCCORMICK, AUSTIN. "Practical Difficulties in Social Approach to Prevention and Treatment of Delinquency and Crime." *National Conference of Social Work, Proceedings* 1936:600-9.

Same, National Probation Association, *Yearbook* 1936:357-71.

Charges society and the agencies of the law with being non-social in their attitude toward crime, hampered by ignorance and half-knowledge of facts. Very few police activities, prosecution, judiciary, or prison procedures are to any extent socialized, but the agencies of probation and parole do make a genuine attempt to employ social techniques. "Crime will not be controlled eventually by our armed forces, but by our social forces."

1562. MCGUIRE, LOUISE. "Social-Work Basis for Prevention and Treatment of Delinquency and Crime: Community Factors." *National Conference of Social Work, Proceedings* 1936:579-89. Same, National Probation Association, *Yearbook* 1936:46-59.

The basic factors of inequality, competition, and individualism underlying our social structure as they are related to juvenile delinquency. Social workers must take the lead in any program to correct conditions unfavorable to proper development of the young. A significant step would be the merging of a few agencies in each city to form an organization prepared to meet new needs as they arise. Important also are neighborhood councils representing all classes of citizens. The greatest need in the public school system is for liberalization of education to take care of the children who cannot profit by the present type of instruction.

1563. NEWBURGER, SYLVIA. "Youth Ventures." *Journal of Educational Sociology* 10:434-41, March, 1937.

Reports the program of the International Student Conference on Crime Prevention, held in New York, December, 1936, designed to promote student leadership of delinquency prevention programs.

Sponsors of most projects will be social agencies, civic groups, community councils, parent-teacher associations, and educational institutions. Brief mention is given to addresses of principal speakers at the conference, among whom are Frederic M. Thrasher, John Slawson, Harry Shulman, Sanford Bates, Charles Chute, Leonard W. Mayo, Edith Rockwood, and several representatives of other countries.

1564. NATIONAL PROBATION ASSOCIATION. *Yearbook, 1932 and 1933*. New York: the Association, 1933. 325 p.

Papers presented at the annual conferences, classified under the following topics: The Approach to Crime Treatment; Community Responsibility for Causation and Treatment of Delinquency and Crime; Probation in Smaller Communities; Psychiatry and the Court; The School and the Juvenile Court; The Court and the Family; Special Problems in the Field of Delinquency; The State and Probation; The Federal Offender; Probation Today and Tomorrow; Legal Summary; Business of the Association.

1565. NATIONAL PROBATION ASSOCIATION. *Yearbook, 1934*. New York: the Association. 232 p.

The volume is divided into the following sections: Crime Prevention; Youth and the Community; The Court, the Clinic, and the Delinquent Child; Community Organization for the Prevention of Delinquency; Detention; The Probation Officer; Discussion Meetings.

1566. NATIONAL PROBATION ASSOCIATION. *Yearbook, 1935*. New York: the Association. 285 p.

The proceedings of the 1935 convention are assembled under these chapter headings: Juvenile Courts in the Social Welfare Field; Publicity; Case Work with Delinquents; Adolescent Needs and Prob-

lems; The Psychiatric Approach; The Home, the Court, and the Community; Techniques of Crime Prevention; Federal Crime Control; Legal Summary.

1567. NATIONAL PROBATION ASSOCIATION. *Yearbook, 1936*. New York: the Association. 432 p. (\$1.75)

Papers read at the thirtieth annual convention of the association at Atlantic City in May, 1936. Among the speakers were Kenneth S. Beam, John Slawson, Frederic M. Thrasher, Katharine F. Lenroot, Henry W. Waltz, Jr., Louise McGuire, Kenyon J. Scudder, Sheldon Glueck, Charles E. Hendry, and Leonard W. Mayo. The book is divided into the following sections: Community Approach to Delinquency Prevention; Use of Volunteers; Individual Approach to Treatment of Delinquency; Psychiatric Interpretation; Children Under Federal Protection; Judicial Responsibility for Probation Standards; Crime Control; National Probation Association. Edited by Marjorie Bell.

1568. PHELPS, HAROLD A. "Juvenile Delinquency." In *Contemporary Social Problems*, p. 628-67. New York: Prentice-Hall, 1933.

Defines juvenile delinquency; states its causes and the factors correlated with it; describes methods of treatment; discusses the relationship between delinquency and poverty, employment, and leisure-time activities. Includes a bibliography. "Delinquency is a reflection of faulty and incompletely education during the primary and secondary school years. This conclusion is shown by our records of school mortality and retardation, and in part by the mental status of delinquents as measured by intelligence tests. Intelligence alone is no infallible cue to the problems of delinquency. It is important, however, when it is united

with the two preceding factors of basic poverty and unwholesome social contacts. Vocational education and guidance appear again in this connection as prophylaxis against delinquency."

1569. RECKLESS, WALTER C. "Juvenile Delinquency and Behavior Patterning." *Journal of Educational Sociology* 11:211-21, December, 1937.

Sees a need for case studies of delinquent children below ten years of age, in order to determine whether family maladjustments or neighborhood situations actuate misconduct. Discusses the age curve; race, sex, and rural-urban differences in juvenile delinquency; the gang factor; institutional experience; and delinquency areas. Cites examples of inconsistent treatment of offenders in Tennessee, based on definitions of what constitutes an offense, to show how the socio-legal culture of the community determines policies of courts. Suggests applying sociological methods of predicting the risk of certain classes of children for becoming delinquent and continuing until they have become criminals.

1570. SHULMAN, HARRY M. *Crime and the Community: A Study of Trends in Crime Prevention*. New York (State) Crime Commission, Sub-Commission on Causes and Effects of Crime, William L. Butcher, chairman. Albany: J. B. Lyon Co., 1930. 292 p.

Part I treats neighborhood programs and delinquency studies in certain areas; Part II covers theories of crime causation, social treatment, and delinquency areas.

1571. SLAWSON, JOHN. "Social-Work Basis for Prevention and Treatment of Delinquency and Crime: Individual Factors." National Conference of Social Work, *Proceedings* 1936:590-9. Same,

National Probation Association, *Yearbook* 1936:175-92.

The specialized skills necessary in treating conduct disorders. The conflicting philosophies of the penologist and the social worker, one holding a person legally responsible for his acts, and the other viewing criminal behavior as a type of illness. Discusses therapeutic efforts made by social agencies and the encouraging outlook for correctional work on a community basis. Mentions the part played by organized recreation and its limitations.

1572. THRASHER, FREDERIC M. "Juvenile Delinquency and Crime Prevention." *Child Study* 15:80-2, 92-3, December, 1937.

An abstract of a speech before a New York City club on community planning to reduce delinquency. Mentions the importance of proper school placement and illustrates by a local survey of the educational achievement of boys in a crime-breeding area. No truly social approach to delinquency has been undertaken by welfare agencies, and there is much institutional efficiency at the expense of attacks on specific local problems. Dr. Thrasher recommends a sociologically-trained recreational adviser for every school and coordinating council. He stresses the necessity for controlling demoralizing social contacts of delinquent children. An outline of a workable crime-prevention program is submitted.

1573. THRASHER, FREDERIC M. "Juvenile Delinquency and Crime Prevention." *Journal of Educational Sociology* 6:500-9, April, 1933.

An outline of a community program to reduce delinquency by concentrating efforts in recognized delinquency areas, since crime begins in the child's social reactions and usually develops in gangs.

1574. THRASHER, FREDERIC M. "The Problem of Crime Prevention As Revealed by Intensive Studies of Crime Breeding Areas in Chicago and New York City." National Probation Association, *Yearbook* 1934: 6-22.

Crime areas and the need for beginning treatment programs there. Two aspects of the problem: discovering existing recreational facilities for youth from the age of seven to the early twenties, and then developing additional opportunities. Explains the elements of a community-based prevention program and outlines a plan which requires the cooperation of all social agencies. Compares such a program to a health demonstration project.

1575. U. S. CHILDREN'S BUREAU. *Facts About Juvenile Delinquency: Its Prevention and Treatment*. Bureau Publication No. 215. Washington: Government Printing Office, 1935. 44 p. (5 cents)

The material has been arranged and adapted from findings of the delinquency committee of the White House Conference on Child Health and Protection. There are sections treating the nature and extent of juvenile delinquency; preventive programs; treatment by police, court, and other agencies caring for delinquent children.

1576. WILLIAMSON, MARGARETTA. *The Social Worker in the Prevention and Treatment of Delinquency*. New York: Columbia University Press, 1935. 236 p. (\$2.50)

The function and administration of probation and parole. Emphasizes the importance of community attitudes and facilities in the success of a treatment program.

1577. YOUNG, PAULINE V. *Social Treatment in Probation and Delinquency*.

New York: McGraw-Hill, 1937. 646 p. (\$4.00)

In four parts: Social Case Study of Unadjusted Youth and Parents; Legal Aspects of Probation; Dynamics of Social Therapy in Work with Unadjusted Youth and Parents; Utilization of Community Resources in Work of Unadjusted Youth and Parents. Analyzes the program of public and private welfare agencies and the techniques of procedure, practice, and record-keeping. Presents 34 problem cases and discusses methods of treatment; the new emphasis on community councils; and the tested techniques of school, clinic, juvenile court, police, and child welfare agencies.

2. Community Coordination

1578. BEAM, KENNETH S. "Community Coordination for Prevention of Delinquency: Report of a National Survey." National Probation Association, *Yearbook* 1936:89-115.

There are over 250 coordinating councils located in 163 cities and towns in 20 states, the largest number being in California. Describes the characteristics, what they accomplish, causes of failures, requisites of success, trends in the objectives, increasing decentralization of the units, organization, and programs. Help has been received from federal projects. Lists 14 guideposts to success in these enterprises.

1579. BEAM, KENNETH S. "The Coordinating Council Movement." National Probation Association, *Yearbook* 1935: 200-13.

The origin and growth of the councils, their organization, sponsorship, and supervision. Techniques for establishing the relationship between individual cases needing adjustment and community facilities. Hoped-for accomplishments and illustrations of the type of service being

rendered. Contains a list of 14 points under the heading, "What a Young Coordinating Council Ought to Know."

1580. BEAM, KENNETH S. "Delinquency Prevention through Coordination." *Journal of Educational Sociology* 10:9-34, September, 1936.

Preliminary report of a national survey of various types of coordinated community programs in the interest of youth or for the prevention of delinquency.

1581. BEAM, KENNETH S. "A National Movement for the Prevention of Delinquency Through Community Coordination." *Journal of Juvenile Research* 20: 180-5, October, 1936.

A recent survey brought to light more examples of community action for delinquency prevention than were known to exist. Not only were they directed against crime, but there are several instances of real social-planning organizations, which have health, recreation, and religious education programs as well. Lists numbers of these organizations, both local and state. In order to train leaders of these clubs and councils there should be a new kind of course in normal schools, colleges, social-work schools, theological seminaries, and schools of public administration. The next step is to establish a national clearing house.

1582. CARR, LOWELL J. *Organizing to Reduce Delinquency: The Michigan Plan for Better Citizenship*. Ann Arbor: Michigan Juvenile Delinquency Information Service, 1936. 60 p. (25 cents)

Statistics on four types of delinquency in Michigan. Plans the attack on this problem from the community angle; outlines the chief duties of the organizers. Favors the methods of coordinating councils, and believes that each individual community must study its own problems and map a program accordingly.

1583. DICKSON, VIRGIL E. "An Example of Co-ordinated Community Effort in Meeting the Problems of Maladjusted Youth: Berkeley Coordinating Council." *Elementary School Journal* 35:409-12, February, 1935.

Touches on the relationship between crime, public attitudes, economic interests, and political manipulations. Outlines the organization pattern of the Berkeley Coordinating Council, its methods of work, and the functions of the behavior research and service clinic. "All ranges of intelligence participate in crime. Misbehavior is not a matter of social position nor of wealth. Misbehavior is not a matter of physical condition. Misbehavior is always a complex problem having its roots in several causes, one of which usually predominates. Misbehavior is invariably accompanied by emotional stress and strain and is always traceable back to conflict and mismanagement or misunderstanding by adults."

1584. ELEMENTARY SCHOOL JOURNAL. "The Jersey City Plan for the Prevention of Juvenile Delinquency." *Elementary School Journal* 36:650-2, May, 1936.

Reports an article written by F. W. Hopkins, appearing in the *New Jersey Educational Review*, and explaining the cooperative system developed by civic groups, schools, police, correctional institutions, courts, and the municipal medical center. Describes the entire set-up, the organization, administration, staff, and procedures. The plan has been in operation for three years and is known as the Bureau of Special Service of the Board of Education. Results have been satisfactory, and there is no reason why similar programs should not be as effective in other cities and towns. Defends the practice of utilizing qualified police officers for work with young offenders.

1585. GLOVER, KATHERINE. "Project 1-E4-15, Los Angeles. How Unemployed Men and Women Met Juvenile Delinquency on Its Own Ground." *Survey* 71: 362-3, December, 1935.

Account of a prevention program sponsored by the Los Angeles Coordinating Councils, using men and women from relief rolls to supervise recreational projects for young people in poor sections of the city. Marked improvement was almost immediately noticeable.

1586. HEFFNER, DORA S. "The Los Angeles Coordinating Council Plan." National Probation Association, *Yearbook* 1934:114-25.

Reasons for inaugurating the plan in Los Angeles County in 1932. A full explanation of the organization of a council, its functions, and the exact duties of three principal committees: adjustment, character-building, and environment. The benefits of this system of coordinated services of welfare agencies are illustrated by the following achievements: a community recreation program employing CWA workers, a successful drive against thieving by boys in the city markets, and an attack on all-night movies.

1587. SCUDDER, KENYON J. "The Coordinating Council at Work." National Probation Association, *Yearbook* 1936: 67-77.

During the past three years 60 councils in which 1,500 citizens are participating have been formed by the probation department of Los Angeles County and the juvenile court. Many other communities are beginning to organize forces to give children a better chance for normal lives. At present most of the programs include playgrounds and neighborhood centers where young people may join classes in shop work and social groups and individual case work with problem

children. To illustrate some of the changes occurring in boys and girls who visit the centers Mr. Scudder has related several true incidents.

1588. SCUDDER, KENYON J., AND BEAM, KENNETH S. *Who Is Delinquent? The Los Angeles County Plan of Coordinating Councils.* Los Angeles: Rotary Club, Biltmore Hotel, 1934. 56 p. (25 cents)

A study of 14,000 juvenile court cases; organization and activities of co-ordinating councils, their personnel and committees; responsibility of all local character-building agencies in this program. The 52 councils are formed by the Los Angeles Probation Department.

1589. SHULMAN, HARRY M. "Social Agency Coordination for Crime Prevention." National Probation Association, *Yearbook* 1935:214-23.

Traces the sources contributing to crime and the growth of agencies to combat them. Mentions types of studies made which deal with the prevention of delinquency. Deplores the confusion and duplication of work existing among social agencies and their reluctance to join forces in a cooperative community program. Analyzes the therapeutic and administrative problems of community organization for the prevention of crime.

1590. WALTZ, HENRY W., JR. "A Community Experiment in the Prevention and Treatment of Juvenile Delinquency." *Journal of Educational Sociology* 10:43-9, September, 1936. Also, National Probation Association, *Yearbook* 1936:60-6.

Describes the joint project of the U. S. Children's Bureau, the School of Social Service Administration of the University of Chicago, and local welfare agencies in an underprivileged area of Chicago. The chief difficulty met was the lack of co-operation among churches, schools, po-

lice, juvenile courts, and social service organizations. The experiment involved much individual case work and aimed to stimulate the community to develop resources for the welfare of problem youth, normal youth, and adults. The article tells of the gratifying increase of harmony in the relations between various agencies, and the formation of a community council, with an extremely flexible organization, which was responsible for some case work with young delinquents.

3. Clubs and Recreational Activities

1591. AMIDON, BEULAH. "Rallying Round the Youngsters." *Survey* 70:247-8, August, 1934.

Largely through the efforts of a visiting teacher, supervised recreation and club work was provided for children in a congested, high-delinquency area in New York City. Five public schools served the section and their facilities were used wherever possible. Significant gains were made in the morale of the neighborhood.

1592. BOORMAN, W. RYLAND. "Games — or Gangs." *Review of Reviews* 95: 36-7, May, 1937.

Grants that the aims of organizations seeking to prevent juvenile delinquency are praiseworthy, but sets four standards by which to judge their programs. First, is the wayward boy held within the social groups? Then, is the problem boy accepted and served by existing "better class" organizations, or is he denied membership? Is every effort made to understand the individual problems of misbehavior as they arise? Are the youth organizations doing all they can to discover and remedy social ills in their communities? Commends the work done toward restoring desirable standards and attitudes in Chicago, in the recent experiment sponsored by the U. S. Children's Bureau and the University of Chicago.

1593. CAULKINS, E. DANA. "Successful Experiments in Crime Prevention Through Recreation." *Recreation* 29: 404-5, November, 1935.

Summary of discussion of a meeting at the twenty-first National Recreation Congress, emphasizing cooperation of community agencies through a coordinating council for the purpose of reducing juvenile delinquency.

1594. KELTNER, HAROLD S. "Gangs, an Asset to the City of St. Louis." *National Probation Association, Yearbook* 1934:126-37.

Reasons for the formation of the first gang club by the St. Louis Y. M. C. A.; the increase to 40 clubs. Tells how a club is organized and sponsored, what activities are most popular; how the older boys influence younger ones and how the adult sponsors influence the members. Describes visits to civic clubs, the social program, athletic leagues, and other recreational features. There has been constant progress in personality adjustment and noteworthy reduction of criminal offenses among boys who belong to the clubs.

1595. THRASHER, FREDERIC M. "The Boys' Club and Juvenile Delinquency." *American Journal of Sociology* 42:66-80, July, 1936. Summary, *Recreation* 30:529-30, 562, February, 1937.

From 1928 to 1932 Dr. Thrasher studied a boys' club in New York City with a view to determining the effect of membership upon delinquency. His findings convinced him that membership alone does not prevent delinquency, but he feels that a strong community program including boys' clubs could do so. In this particular club there may have been unique factors which account for these conclusions, which are listed in the summary of the study in *Recreation*.

1596. VOLD, GEORGE B. "The Boys' Club and Juvenile Delinquency: Reply." *American Journal of Sociology* 42:393-4, November, 1936.

An appraisal of Frederic M. Thrasher's article in the July issue, regarding the effect of membership in boys' clubs upon delinquency. Enumerates three limitations of this particular study: the difference in behavior codes of the clubs' adult officers and the boys themselves; no clear distinction made between nominal and active membership; and the fact that this club had not been long established.

1597. BELL, MARJORIE. "The School and the Juvenile Court Work Together." *Journal of Educational Sociology* 6:471-82, April, 1933.

Suggestions for achieving a sound relationship; what working policies have already been tried.

1598. CORREVONT, ANN M., AND CORREVONT, H. EARLE. "Prevention of Delinquency From the Community Approach." *Journal of Juvenile Research* 17:54-61, January, 1933.

A tabulation of frequency of factors in juvenile maladjustment in 58 Indiana counties over a period of two years. The story of a neighborhood in Muncie restored to livable condition through the efforts of a school program, which sponsored adult self-help projects, conducted a barber shop, shoe repair shop, and laundry in the school building, and more vocational courses for the pupils.

1599. COVELLO, LEONARD. "A High School and Its Immigrant Community—A Challenge and an Opportunity." *Journal of Educational Sociology* 9:331-46, February, 1936.

New York's problem of delinquency among children of immigrants, and what

one high school has done to alleviate unsatisfactory conditions. A commendable program is outlined; the results of furnishing adults and children planned recreation, citizenship training in foreign languages, and occupational information prove the desirability of extension of such services.

1600. DOLTON, ISABELLA. "The Montefiore School: An Experiment in Adjustment." *Journal of Educational Sociology* 6:482-90, April, 1933.

A presentation of the objectives of the Montefiore School in Chicago, a day school for truants, which indicates the nature of the academic work, cultural and recreational activities, methods of grading, classification of problem cases, and selection of teachers. "Studies at this and the Moseley, a similar school opened three years ago, are demonstrating the fact that truancy is but a symptom of one or more underlying causes. The removal of these causes, giving the boy response, recognition, and most of all security, changes his attitudes and habits and makes him a regular school attendant."

1601. DURLING, DOROTHY, AND POWELL, WEBSTER. "Improper School Placement as a Factor in Juvenile Delinquency." *Journal of Applied Psychology* 16:519-24, October, 1932.

Data secured from patients referred to clinics for delinquent behavior in Pennsylvania over a six-year period substantiate the view that many delinquents are mentally retarded and improperly placed in school grades. "But suitable educational opportunity, while it cannot solve all problems of educational maladjustment, is a powerful therapeutic measure. Opportunity for mental activity within range of a child's abilities will help solve his emotional conflicts."

1602. EVERETT, EDITH M. "An Approach to the Problem of Juvenile Delinquency through the Caseworker in the School." *Journal of Educational Sociology* 6:491-9, April, 1933.

Declares that the cause of truancy may be removed by improving educational attitudes and techniques and by applying the case method to those who fail to respond to general treatment. Two cases are described in order to illustrate the emotional re-education made possible in the school by the relationship of the visiting teacher or counselor to the classroom teacher, the parent, and the child.

1603. HEALY, WILLIAM, AND BRONNER, AUGUSTA. "How Does the School Produce or Prevent Delinquency?" *Journal of Educational Sociology* 6:450-70, April, 1933.

Anti-social attitudes may be created by poor adaptation to the curriculum. Mechanical aptitude or other special ability is often found in defective or delinquent children, while physical handicaps and bad associations may often be corrected if treated early.

1604. HOPKINS, THOMAS W. "A Plan for Cooperation on the Part of Public-School Authorities in Preventing Delinquency." National Conference of Social Work, *Proceedings* 1934:350-60.

An account of the Jersey City plan during depression years, unique in that the schools, courts, police, municipal medical center, and corrective institutions actively cooperate on a prevention program in behalf of problem children.

1605. NATIONAL EDUCATION ASSOCIATION, DIVISION OF RESEARCH. *Crime Prevention Through Education*. Research Bulletin 10:133-201, September, 1932. (25 cents)

A bulletin designed to stimulate discussion among educators, to show that

crime is more than a school problem, and to encourage schools to deal more effectively with so-called "problem" children as a means of preventing crime. Contains sections on: Statistics on Crime; Crime Costs and School Expenditures; Factors Associated with Crime; The Problem of the Delinquent Child; The Social Agencies in Crime Prevention. Includes a selected bibliography of 188 items.

1606. PEYSER, NATHAN. "The Public Schools and the Problem of Crime Prevention." *Journal of Educational Sociology* 6:131-8, November, 1932.

Character building, health, recreation, the problem child, ungraded classes, cooperation with social agencies, and the supervisor's responsibility in planning a program to reduce delinquency.

1607. SHELDON, ROWLAND C. "Organizing Against Crime in Towns, Villages, and Smaller Cities." *Journal of Educational Sociology* 10:50-60, September, 1936.

The two lines of attack are considered to be the environmental and the individual. Refers to a study of 2,000 delinquent children of Toledo made in 1932 by Herbert D. Williams, referee of the juvenile court. Lists 81 factors most often mentioned as responsible for delinquency. The author of this article recommends that there be in every school system a council for supervision of maladjusted children consisting of the attendance officer, school visitor, nurse, psychometrist, director of adult education, recreation director, visiting teacher, and teachers of ungraded classes. The group could work with a community council organized similarly to the coordinating councils of Los Angeles.

1608. STULLKEN, E. H. "How the Montefiore School Prevents Crime." *Journal of Criminal Law and Criminology* 26:228-34, July, 1935.

An account of the significant results of treating problem boys, aged 10 to 17, in this Chicago school which furnishes guidance and medical care in addition to regular instruction.

1609. VANDEN BERGH, L. J. *Public Schools versus Delinquent Youth*. Los Angeles: Clark Publishing Co., 1929. 224 p.

A treatise on the influence of such factors as heredity and environment, the modern age of individualism, the principle of compulsory education, and other elements that enter into the molding of modern youth. "There seems to be a vicious circle which takes the unruly child out of the jurisdiction of the schools to place him under the care of juvenile detention homes and the juvenile court. Lack of coordination between the two jurisdictions allows the youthful delinquent to pursue his wily way of avoidance until he becomes hardened in his wilful delinquency. A remedy to bridge over this gap appears to be most imperative to cope with the difficulty of stemming the tide of juvenile delinquency and subsequent adult crime."

1610. VAN WATERS, MIRIAM. "Social Responsibility of School and Court." *Educational Record* 18:368-76, July, 1937.

Stresses the social and citizenship obligation of education. "If the schools could introduce the ideas of the juvenile court in dealing with the schools' delinquency, it would help a great deal." Deplores the severity of punishment meted out to our youthful offenders by courts. Believes that great gains would result from better examples of right living on the part of adults.

5. Juvenile Courts

1611. ABBOTT, GRACE. "The Juvenile Court and a Community Program for Treating and Preventing Delinquency." *Social Service Review* 10:227-42, June, 1936.

In 1932 the U. S. Children's Bureau, the University Clinics, and the School of Social Service Administration of the University of Chicago undertook a demonstration probation project to determine what the training and duties of probation officers should be and how communities should organize in the interests of young delinquents. Describes the area under observation, the economic status of the offenders, their schooling, nationality, and family conditions; also the staff in charge of the experiment and the cooperating agencies. Discusses juvenile courts, schools and crime prevention, training of social workers, recreation programs, the need for more community centers, and the effect of economic insecurity upon personality.

1612. ABBOTT, GRACE. "The Juvenile Courts." *Survey* 72:131-3, May, 1936. See also p. 149 of this issue.

Refers to the new bureau created in New York City by Mayor La Guardia. The juvenile courts in retrospect. Although the basic principle of cure instead of punishment deserves commendation, its practice has not brought about the results hoped for. Ninety per cent of all cases need more than legal advice. Some offenders resist authority to such an extent that the efforts of judge and probation officer are in vain; others regard the court with such fear that no solution to their problems is possible. Miss Abbott favors a network of child health and welfare centers operating for the benefit of both children and parents, with psychiatric services as a major function.

1613. ADDAMS, JANE, AND OTHERS. *The Child, the Clinic, and the Court.* New York: New Republic Publishing Co., 1925. 344 p.

Papers read by such outstanding persons as Miriam Van Waters, Grace Abbott, William Healy, Augusta Bronner, Ben Lindsey, Frederick P. Cabot, and others at the twenty-fifth anniversary of the first juvenile court.

1614. ANDERSON, GEORGE V. "The Adolescents' Court." National Probation Association, *Yearbook* 1935:61-70.

Asserts that the protection accorded youth aged 16 to 21 under civil law is denied them under criminal law. Describes the court set up in Brooklyn for young offenders from 16 to 18 years of age, which was modeled along the lines of similar courts in Philadelphia and Chicago; its jurisdiction, accomplishments, and cooperation with local agencies.

1615. ARESON, CLINTON W. "The Place of the Juvenile Court in the Social Welfare Field." National Probation Association, *Yearbook* 1935:1-14.

The functions of the court; some duties which could better be discharged by other agencies; for instance, dependency cases. It is also recommended that court authorities do not dictate methods of treatment to cooperating agencies. Regrets that financial depression curtails the work of all these agencies.

1616. BEARD, BELLE B. *Juvenile Probation.* American Sociology Series. New York: American Book Co., 1934. 219 p.

Descriptive and analytic treatment of corrective measures employed upon 500 cases of delinquency referred to the Judge Baker Foundation in Boston during the years 1924 to 1926, or roughly a period of two and a half years. Four-fifths of the cases were boys. Follow-up

was begun in 1929 to test the results of probation periods allotted to these young offenders. It appeared that permanent success resulted in the cases of 43 per cent of the boys and 76 per cent of the girls, temporary success in the cases of 34 per cent of the boys and 12 per cent of the girls, and failure in the cases of 21 per cent of the boys and 12 per cent of the girls. Information collected covered all phases of the lives of the subjects, their home conditions, physical and mental health, use of leisure time, education, experience in earning a living, and the nature of offenses charged against them. Concludes with eight recommendations for communities to follow if we are to have preventive as well as corrective programs for young persons handicapped at the start by poverty or poor health.

1617. CABOT, RICHARD C. "1,000 Delinquent Boys." *Survey* 70:38-40, February, 1934. Discussion, 70:94, March; 140-1, April; 199-202, June, 1934.

Reviews *One Thousand Juvenile Delinquents*, by Sheldon and Eleanor Glueck, which reports the findings of the Harvard Law School's survey of crime. Points out the urgent necessity for better procedures in diagnosis and treatment of cases referred to juvenile courts. Questions the ability of any institution to prevent recurring offenses of those with certain temperaments, habits, and social backgrounds.

1618. CHUTE, CHARLES L. "The Juvenile Courts Challenged." *Survey* 70:116-17, April, 1934.

The executive director of the National Probation Association defends juvenile courts against possible misinterpretations arising from the Gluecks' book, *One Thousand Juvenile Delinquents*. He reminds the reader that the Boston study is not very recent and that only the more

difficult cases of clients were investigated. Quotes the following statement from the book: "Despite the disappointingly small number of successful outcomes of cases as measured by delinquency, the path of progress does not seem to lie in the direction of abandonment of juvenile clinics and courts."

1619. CHUTE, CHARLES L. "These Juvenile Courts of Ours." *Survey* 73: 40-1, February, 1937.

Answers criticisms of our juvenile court system by saying that it has failed in the "same way that our school system has failed; that the church has failed; that all social welfare agencies and our whole economic system of production and distribution have fallen short of their potentialities." Recommends that all positions in the courts be placed under civil service, in order to eliminate politically-appointed and untrained personnel. Emphasizes the importance of experienced probation officers and a psychiatric clinic. Predicts gradual improvement in our treatment of juvenile delinquency and progress in the preventive aspects of our crime problem.

1620. COCHRAN, HERBERT G. "The Child and the Law." National Probation Association, *Yearbook* 1934:23-36.

The importance of protecting children in the interests of public welfare. Speaks of delinquency areas and lists specific causes of juvenile delinquency. Expresses hope for the continuing progress of treatment methods employed in behalf of boys and girls brought before the courts.

1621. EASTMAN, HARRY, AND OTHERS. "1,000 Delinquent Boys." *Survey* 70: 199-202, June, 1934.

Letters from the judge of the Cleveland juvenile court, a probation officer,

and a mental hygienist written in answer to Dr. Richard C. Cabot's statements regarding the Gluecks' study, *One Thousand Juvenile Delinquents*. All disagree with the general conclusions drawn by Dr. Cabot and advise the public to read the book before passing judgment upon our juvenile court system. These letters are followed by another from Dr. Cabot, in which he invites his critics to make other studies similar to the Boston one in order to prove their arguments.

1622. EASTMAN, HARRY L. "The Juvenile Court Today." National Probation Association, *Yearbook* 1934:76-89.

Adverse criticism of Dr. Richard Cabot's review of *One Thousand Juvenile Delinquents* by Sheldon Glueck and Eleanor Glueck, in *Survey*, February, 1934. Judge Eastman believes there is much misconception regarding the functions and limitations of juvenile courts, and endeavors to state their proper functions, administrative duties, and the means at hand for disposition of cases. To refute the charge that the amount of recidivism revealed in the study of the Boston Juvenile Court is typical of all courts, Judge Eastman offers the results of a similar study of the Cuyahoga County Juvenile Court, Cleveland, which showed a considerably lower rate of recidivism. He states that harm has been done to the institution of juvenile courts by publicizing the work of an inferior court.

1623. FLEXNER, BERNARD; OPPENHEIMER, REUBEN; AND LENROOT, KATHARINE F. *The Child, The Family, and the Court*. U. S. Children's Bureau Publication No. 193. Washington: Government Printing Office, 1937. 100 p. (10 cents)

A reprint of the revised and enlarged 1933 edition of a report first published in 1929. Its purpose is to make known

the facts concerning the operation of our court systems and "the legal framework and social setting in which the new courts must find their place." The family courts and courts of domestic relations of the United States are listed in Appendix A.

1624. GLUECK, SHELDON. "A Thousand Juvenile Delinquents." National Probation Association, *Yearbook* 1934: 63-75.

Reviews the findings of his study of one thousand young boys passing through the Boston Juvenile Court and the Judge Baker Foundation Clinic, published in 1934 by the Harvard University Press under the title, *One Thousand Juvenile Delinquents*. The follow-up study of the boys committed to institutions or paroled brought out the discouraging picture of careers of crime continued despite the treatment by court and clinic. This article discusses family factors, which revealed the great need for marriage and family guidance clinics, the intelligence and schooling of the boys, and their criminal records. Stresses the responsibility for prevention of delinquency by local, state, and federal agencies, and the desirability of reorganizing our juvenile court system.

1625. GOLDSTEIN, JONAH J. "The Court and Family Welfare." National Probation Association, *Yearbook* 1935: 180-7.

Urges children's courts and domestic relations courts to lead the way in uniting the efforts of all agencies working with juvenile delinquents. Comments on the evils of tenement life, and the opportunities which are denied slum-dwellers in the fields of education, recreation, and employment.

1626. HEALY, WILLIAM. "One Thousand Delinquents." *Survey* 70:94, March, 1934.

The director of the Judge Baker Foundation Clinic, Boston, replies to Dr. Cabot's criticisms of our juvenile court system, appearing in *Survey* in February, 1934. States that the clinic is accepting more cases from private social agencies than from the court, and that it is the community's responsibility to prevent and treat delinquency rather than the court's.

1627. HEALY, WILLIAM; BRONNER, AUGUSTA F.; AND SHIMBERG, MYRA. "The Close of Another Chapter in Criminology." *Mental Hygiene* 19:208-22, April, 1935.

A study of one thousand young delinquents passing through the Boston Juvenile Court, but not through the Judge Baker Foundation Clinic, from 1917 to 1922. It is intended to serve as a check upon the findings of the Gluecks as reported in *One Thousand Juvenile Delinquents*, and traces the histories of the boys by means of the records of the Massachusetts Board of Probation. It corroborates the conclusions drawn in the original survey. A second check study was undertaken in 1924 and 1925, also based on Boston Juvenile Court cases, and it was decided that "probation is only a name, and not a reality", due to the great burden of work placed upon the probation officers. The authors claim the most satisfactory results will be obtained by using psychobiological methods in treating behavior problems. Outlines the fundamental requirements of the psychiatric training program for pediatricians.

1628. LITERARY DIGEST. "Saving Youth from the Folly of Crime." *Literary Digest* 119:18, January 12, 1935.

Announces the opening of the new experimental adolescent court in Brooklyn, and gives a brief synopsis of the experience of Magistrate O'Dwyer that particularly qualifies him to preside over this project.

1629. NATIONAL PROBATION ASSOCIATION. "Judge Eastman's Reply to Professor Glueck." *National Probation Association, Yearbook* 1934:99-103.

The final article in the series published in the *Yearbook* dealing with the study, *One Thousand Juvenile Delinquents*, by Sheldon Glueck and Eleanor Glueck. Contends that the results of this analysis are not representative of the juvenile courts of the United States, and questions the validity of using only one court as a subject for investigation, especially when so many of its cases had already recidivated.

1630. NATIONAL PROBATION ASSOCIATION. "Professor Glueck's Reply to Judge Eastman." *National Probation Association, Yearbook* 1934:90-8.

A defense of the findings of the study, *One Thousand Juvenile Delinquents*, and a restatement of aims and methods. Criticizes Judge Eastman's methods of investigating recidivism.

1631. NEARY, MARY A. "Selecting Clients for the Juvenile Court." *National Probation Association, Yearbook* 1936:209-21.

Intake procedures of the Cleveland Juvenile Court; qualifications of intake workers; and illustrations of cases appearing before the court. This court is well-organized to care for dependency and neglect cases and other situations in which the cooperation of relief agencies and child-placing and family agencies is sought.

1632. SANDERS, WILEY B., AND EZELL, WILLIAM C. *Juvenile-Court Cases in North Carolina*, 1929-34. Raleigh, N. C.: State Board of Charities and Public Welfare, 1937. 53 p.

Continuing an earlier study of the period 1919-29, this report covers 16,685 cases brought before the juvenile courts

of the state. With the cooperation of the University of North Carolina, the State Board of Charities and Public Welfare has collected data on types of cases represented, race and sex of individuals, charges and offenses, recidivism, and disposition of cases. Reiterates the need for a central bureau to oversee city and county juvenile courts.

1633. U. S. CHILDREN'S BUREAU. *Juvenile-Court Statistics and Federal Juvenile Offenders*, 1932. Bureau Publication No. 226. Washington: Government Printing Office, 1935. 129 p. (10 cents)

Sixth annual report, based on information supplied by 267 juvenile courts and the U. S. Department of Justice. Tables show the geographical distribution of delinquents; their ages, sex, home situations; records of offenses, detention periods, and recommendations of the courts.

1634. U. S. CHILDREN'S BUREAU. *Juvenile-Court Statistics and Federal Juvenile Offenders*, 1933. Bureau Publication No. 232. Washington: Government Printing Office, 1936. 114 p. (10 cents)

This seventh annual report is founded on information secured from the U. S. Department of Justice and 284 juvenile courts of the country. Contains information on trends in delinquency, dependency, and neglect cases and many tables showing sex, age, home conditions, geographical distribution, types of offenses, place and length of detention, and disposition of cases.

1635. U. S. CHILDREN'S BUREAU. *Juvenile-Court Statistics* (1934) and *Federal Juvenile Offenders*, (1935). Bureau Publication No. 235. Washington: Government Printing Office, 1937. 106 p. (15 cents)

The eighth annual report, based on the records of 334 courts and informa-

tion supplied by the Department of Justice. Among topics covered are these: development of statistical reporting; trends in juvenile delinquency rates, delinquency cases, and dependency and neglect cases; federal offenders on detention, probation, and in jails. There are many tables showing types of offenses; geographical distribution; race and nativity; age, marital status of offenders' parents; and disposition of cases.

1636. WOODBURY, ROBERT M. "The Juvenile Delinquent Population and Rates of Recidivism." *Social Service Review* 11:623-33, December, 1937.

States several important aspects of the problem of delinquency and the courts. Tables show the rates by sex, age, and race of first offenses, compiled from records of the U. S. Children's Bureau. "The differences in types of minor cases brought to the attention of the courts may make an important difference in the rates of juvenile delinquency recorded." Other tables indicate the size of our delinquent problem, rate of recidivism, estimated population of age-groups from 7 to 15, subsequent cases, and reasons for referral to juvenile courts. All the data were based on the 1932 report of the Children's Bureau, covering 68 courts which served areas with at least 100,000 population.

6. Delinquents in Institutions and Foster Homes

1637. BOWLER, ALIDA C., AND BLOODGOOD, RUTH S. *Institutional Treatment of Delinquent Boys. Part 1 — Treatment Programs of Five State Institutions*. U. S. Children's Bureau Publication No. 228. Washington: Government Printing Office, 1935. 324 p. (25 cents)

A study of institutional treatment, covering the physical plant, facilities, and programs of schools in California, Michigan, New Jersey, New York, and Ohio.

1638. BOWLER, ALIDA C., AND BLOODGOOD, RUTH S. *Institutional Treatment of Delinquent Boys. Part 2 — A Study of 751 Boys*. U. S. Children's Bureau Publication No. 230. Washington: Government Printing Office, 1936. 149 p. (15 cents)

Data on backgrounds of the boys, records used in the five state institutions studied, the parole period, post-treatment histories, and the degree of adjustment to communities during the five years or more since treatment. Urges the use of the findings of this study for improving correction programs in all institutions for delinquent youth.

1639. FENTON, NORMAN, AND OTHERS. *The Delinquent Boy and the Correctional School*. Claremont, California: Claremont Colleges, Guidance Center, 1935. 182 p.

Psychological findings of a study of Whittier State School for boys under the age of 15. Describes the techniques for restoring the boy to his home and his community. It is not known how effective such institutions are in setting delinquent boys upon the right path, but every effort is being made by progressive social workers to improve institutional treatment.

1640. HEALY, WILLIAM, AND BRONNER, AUGUSTA F. "Juvenile Detention Homes." *Annals of the American Academy of Political and Social Science* 151: 180-3, September, 1930.

Emphasizes the evils of detention, including the unfortunate mixing of inmates in detention homes which may lead to moral contamination, the ensuing hardening, and the formation of harmful companionships. "It is through review of what we have learned from cases studied that we are forced to the conclusion that the detention of juveniles is very frequently inimical to the interests of so-

society and to the fundamental intentions of a good juvenile court procedure. Very few youngsters are held long enough under good treatment to bring about reconstruction of behavior trends. In general, we believe, nothing of the sort is expected. Very frequently a detention home is merely a dumping place for the police; or children are held for long periods because court arrangements do not admit an early hearing, or because probation officers who do investigatory field work are overloaded with work. In any case there is a large chance of the young individual being sacrificed."

1641. JONES, MARSHALL E. "Foster-Home Care of Delinquent Children." *Social Service Review* 10:450-63, September, 1936.

Some of the policies of the child guardianship division of the Massachusetts Department of Public Welfare regarding the increasing placement of delinquent children in foster homes. The article mentions the types of delinquent children accepted for placement.

1642. LENROOT, KATHARINE F. "Boys Out of Institutions." *Survey* 72:139-40, May, 1936.

Presents some findings of Part 2 of a study made by the U. S. Children's Bureau, covering five state institutions for delinquent boys. This section of the study deals with the results of institutional treatment.

1643. MCNAMEE, C. D. "Boarding Out Delinquent Children." *Survey* 73:217-19, July, 1937.

The Children's Fund of Michigan six years ago began an experiment in non-institutional treatment of juvenile offenders in Muskegon County. The project has been entirely dependent upon the work of volunteers, assisted by local doctors, den-

tists, and merchants who reduced their rates to help care for the children. Boys and girls aged 10 to 15, mentally normal, are chosen for foster homes. Out of 54 cases thus treated, only two have resulted in failure. The county has been saved considerable expense and plans for a proposed detention home have been abandoned.

1644. NEW YORK STATE. *The Delinquent Child and the Institution*. Division Publication No. 1. Albany: Department of Social Welfare, Division of Administration of State Institutions, 1935. 76 p.

Reports concerning defectives and delinquents, charities, reformatories, and other protection methods, gathered from a conference of state workers. Includes a bibliography compiled by Leonard Mayo.

1645. NEW YORK STATE. *The Delinquent Child and the Institution*. Division Publication No. 3. Albany: Department of Social Welfare, Division of Administration of State Institutions, 1937. 72 p.

Eight articles reprinted by the New York State Department of Social Welfare, on the subjects of social adjustment, discipline, mental hygiene, training programs for workers, personality tests, and institutional records.

1646. SCUDDER, KENYON J. "How California Anchors Drifting Boys." *Survey* 69:101-2, March, 1933.

The juvenile industrial training camp of Riverside County, administered by the county forestry department. Juvenile courts have sent over 100 cases since opening of the camp, and the boys work and obey orders or are sent to the reformatory. It has been a successful enterprise from the standpoint of the court and of the boys who have spent their term of enrollment there.

1647. TEETER, VERL A. "A Receiving Home for Girls Detained by Juvenile Court." *Clubwoman GFWC* 17:9, April, 1937.

Until the Tulsa Federation of Women's Clubs sponsored a detention home for girls, there was no provision except the jails for girls brought before the court or discovered to be in need by social agencies. How this cottage is financed and supervised. The next step is to be the establishment of a home for Negro girls, and the transfer of control to the city, if possible.

1648. WARNER, FLORENCE M. *Juvenile Detention in the United States*. Social Service Monographs, No. 20. Chicago: University of Chicago Press, 1933. 224 p. (\$2.50)

The first thorough report of this kind, describing the methods of detaining

children pending court action. This study was conducted for 16 months in 1930 and 1931 in 142 selected areas, and was sponsored by the National Probation Association. There is a strong plea for competent social workers and socially-minded judges who will correct the evils existing in many detention systems.

1649. WILLIAMS, HERBERT D.; ANGELL, E. L.; AND HANNUM, R. R. "Meeting the Occupational Needs of Problem Children." *Occupations* 13: 146-52, November, 1934.

What the Children's Village at Dobbs Ferry, New York, is doing to make well-balanced, self-supporting citizens out of anti-social boys by means of vocational training in shops and placement service upon completion of the school period.

CHAPTER XIII

GOVERNMENTAL YOUTH-SERVING AGENCIES

- A. Various Governmental Agencies and Youth, Nos. 1650-1675
 - See also 196-204, 237, 239, 241, 248, 433, 434, 446, 447, 455-458, 460-463, 565-578, 846, 847, 852, 939-942, 952, 954
- B. The National Youth Administration, 1676-1715
 - See also 2210
- C. The Civilian Conservation Corps, 1716-1790
 - 1. Educational Aspects, 1716-1741
 - 2. Vocational Aspects, 1742-1750
 - 3. Character Development, 1751-1755
 - 4. Appraisals and Criticisms, 1756-1771
 - 5. Descriptions, Handbooks, and Reports, 1772-1790

See also 2492

AN outstanding characteristic of our time is the expansion of the functions of government to include operations in many fields relating to the welfare of individuals. This trend, in progress since the beginning of our Republic, is not wholly contrary to the eighteenth century dictum which declared "That government is best which governs least." Much of the activity of the newer departments of government consists not of coercive or restrictive exercise of police powers, but of research and service enterprises which provide citizens and organizations with information and assistance designed to aid them in solving their own problems.

The depression, bringing the stark necessity of federal relief on an enormous scale, has accelerated the growth of the functions of the national government. This tendency was rendered inevitable in any event, however, by industrial changes and the shifting distribution of wealth which dictated that governmental functions must more and more be supported by larger taxing units. Evidence abounds on every hand to indicate that if some of our states and local communities are to provide social services worthy of the present age, federal financial aid for these enterprises will have to be forthcoming.

The whole subject is now in a stage of flux, interpreted by some as healthy growth and by others as a complex of dangerous tendencies. Without deciding that issue, it is necessary to notice the activities of many federal agencies bearing upon the welfare of youth. Among these are the Federal Emergency Relief Administration and its successor, the Works Progress Administration; the Agricultural Adjustment Administration and the Farm Security Administration; the Social Security Board; the United States Employment Service, the Bureau of Labor Statistics, the Women's Bureau, and the Children's Bureau; the Bureau of Agricultural Economics and the Extension Service of the Department of Agriculture.

Devoted largely to the welfare of young persons is the work of the United States Office of Education, and of importance to youth as well as to children and adults is the United States Public Health Service. The Civilian Conservation Corps and the

National Youth Administration, both of relatively recent creation, naturally receive much attention from students of youth problems because they are concerned almost exclusively with young persons in the current economic emergency. Writings on these and other agencies are noted in the present chapter. Additional information may generally be had upon application to the agencies themselves, as well as by referring to the standard indexes of current literature.

A. VARIOUS GOVERNMENTAL AGENCIES AND YOUTH

1650. ABBOTT, GRACE. "The Government and Youth in a Troubled World." National Conference of Social Work, *Proceedings* 1933:291-300. Chicago: University of Chicago Press, 1933.

The responsibility of government to care for children and youth. The social wrong of reducing school, health, and social welfare budgets during depression periods. Need for satisfactory civil service law and administration of relief by county bureaus with state cooperation. A hope that industry will not revert to exploitation with a return of better times.

1651. CHAMBERS, M. M. "National Governmental Agencies and the Youth Problem." *School and Society* 43:1-6, January 4, 1936.

Briefly describes the administrative and research functions of several of the principal federal agencies, both permanent and temporary, which touch various aspects of youth welfare. Includes some favorable and some adverse criticisms of the National Youth Administration.

1652. CHAMBERS, M. M. "Youth and the Law." *Educational Law and Administration* 4:41, 50, 53, April, 1936.

Advocates that standards and facilities for education, employment, recreation, and the conservation of physical and mental health be improved by means of state laws.

1653. DINWIDDIE, COURtenay. "The Nation and Youth." *Educational Outlook* 9:129-46, March, 1935.

Summary of federal services for youth: Extension Division of the Department of Agriculture, Office of Education, Public Health Service, Employment Service, Children's Bureau Emergency Conservation Work, Federal Emergency Relief Administration, Public Works Administration, and Industrial Codes and Apprentice Training under the National Recovery Act.

1654. HAYES, MARY H. S. "A Program for Unemployed Youth." National Conference of Social Work, *Proceedings* 1935:374-81.

Briefly describes the efforts of various agencies to serve youth, including the Civilian Conservation Corps camps, provisions in the codes under the National Recovery Act, and attempts to make a census of youth. Submits a proposal for junior work projects for those over 18 years of age, to be administered by local public employment offices.

1655. JESSEN, CARL A. "The Federal Government and Youth." *Educational Outlook* 9:193-201, May, 1935.

Brief descriptions of governmental activities for youth, including: permanent federal government agencies, the federal program in apprentice training, transient service centers, activities of the Federal Emergency Relief Administration, Emergency Conservation Work, the project of the Office of Education in the interest of youth.

1656. JONES, ARTHUR J. "Conference with President Roosevelt on a Permanent National Youth Service." *Educational Outlook* 10:182-4, March, 1936.

The memorandum submitted to President Roosevelt by the Committee on Youth Problems of the National Committee on Research in Secondary Education. There are two sections: Some Fundamental Principles and Assumptions Regarding Service for Youth, and Proposals for Action.

1657. JONES, ARTHUR J. "The Need for a Permanent National Youth Service." *School and Society* 43:707-8, May 23, 1936.

The plans of a sub-committee of the National Committee on Research in Secondary Education, submitted to President Roosevelt in December, 1935, for a youth agency to be set up under the U. S. Office of Education. The agency would encourage communities to study their youth and would give information and demonstrations on how to organize their facilities.

1658. JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION. "New Agency to Serve Youth." *Journal of the National Education Association* 26:73, March, 1937.

A proposal for the creation of an agency to supervise those young persons who have ceased to profit by the schools' offerings and those who have completed their education but are without employment. Recommends that control be in the hands of state departments of education, and that a beginning be made by taking a census of youth. Centers could be established in or near the young people's home communities, and programs of work training, guidance, and possibly some adaptation of the Civilian Conservation Corps plan could be set up. The

examples of European countries should not be followed exactly, but they serve to illustrate different systems which have been developed for the protection of youth.

1659. JOURNAL OF SOCIAL HYGIENE. "Jobs for Young People." *Journal of Social Hygiene* 21:366-8, October, 1935.

News-note describing the National Youth Administration, the Committee on Youth Problems of the U. S. Office of Education, and the American Youth Commission of the American Council on Education. Estimates between 5 and 6 million youth out of school and unemployed.

1660. KAUFMANN, FRITZ. "The New Place of the Employment Service in the Community." *Employment Service News* 2:3-5, July, 1935.

Excerpts from an address before the National Conference of Social Work, June, 1935. Function, philosophy, and a brief statement of the organization of the national program and its relation to the states.

1661. KELLER, FRANKLIN J. "Youth Challenges Society: How Much Responsibility Should Government Take?" *Junior-Senior High School Clearing House* 10:539-46, May, 1936.

Offers for consideration the proposed Youth Act, drafted by the American Youth Congress, and argues that the federal government should assume the responsibility of caring for youth if private industry will not. Analyzes the "youth-adult" problem.

1662. KELLY, FRED J. "Needs of Youth As Seen by the Office of Education." *National Educational Association, Proceedings* 1935:102-4.

Statement of aims of the Committee on Youth Problems of the Office of Education.

1663. LANG, JOHN A. "Coordinating Services for Youth." *School Life* 23:137, 158, January, 1938.

How 14 states are meeting problems of youth conservation through coordinating councils. Representatives of state education departments, state and federal employment offices, the Civilian Conservation Corps, the National Youth Administration, the Works Progress Administration, university extension services, and state apprentice-training committees plan together for the youth in the different localities. Among the projects are counseling and placement services, adult education classes, vocational training, and apprenticeship. The possibilities of concerted efforts among local welfare agencies are boundless, once the initial steps are taken.

1664. LITERARY DIGEST. "Roving Youth: CCC, FERA, NYA Aid in Problem of 1,500,000 Wanderers." *Literary Digest* 122:28-30, July 25, 1936.

A brief statement of the work of the government in the past few years in behalf of out-of-school, idle youth. Mentions the beginning of a camp project for girls, similar to the Civilian Conservation Corps program.

1665. McCONNELL, BEATRICE. "The Youth Problem from the Point of View of the Children's Bureau." National Education Association, *Proceedings* 1935: 96-8.

Describes the critical situation of millions of young people in our country and outlines a program submitted to the Senate by the Secretary of Labor providing for better opportunities in work, education, and recreation.

1666. MONTHLY LABOR REVIEW. "Resident Schools and Camps for Unemployed Women." *Monthly Labor Review* 39: 1110, November, 1934.

Abstracts from a circular letter addressed to all state relief administrators on the subject of the resident schools and camps for unemployed women first authorized in the spring of 1933. "Under the various state relief administrations 28 schools and camps have been conducted. These educational undertakings have met the relief needs of 1,800 women and have also offered them constructive opportunities for training. Reports received at the Federal Relief Administration from various states indicate that 20 per cent of these women students have been placed in positions. General improvement in the health of this group is also reported, as well as a change in mental condition."

1667. NICHOLS, OSGOOD, AND GLASER, COMSTOCK. *Work Camps for America*. John Day Pamphlets, No. 27. New York: John Day, 1933. 31 p. (25 cents)

Advocates a system of work camps for this country patterned after the examples of Germany and other nations. Outlines the beginnings of this movement in Germany; its early emphasis on education and later shift to labor; how the camps are financed. Also mentions similar types of projects in Switzerland, Holland, and Wales. Makes recommendations for the establishment of a program here. Describes the transient camps in California and New York; hopes for good results from the proposed Civilian Conservation Corps camps.

1668. PERKINS, FRANCES. *Employment for Graduates of Educational Institutions*. 74th Congress, First Session. Senate Document No. 45. Washington: Government Printing Office, 1935. 14 p.

A report with tables prepared by the Secretary of Labor for the Senate and

based on information obtained from the federal agencies concerned with problems of young people. Defines the situation of unemployed youth, estimates their numbers, outlines their educational and employment status, and tells what the government is doing in their behalf. Outlines plans recommended for aiding school and college graduates; and for a junior work and education project for young persons aged 18 to 24; a scholarship program for boys and girls 16 and 17 years of age; and the establishment of a co-ordinating and advisory agency on junior employment and emergency education.

1669. SCHOOL AND SOCIETY. "A Census of Youth." *School and Society* 41: 860-1, June 29, 1935.

Describes the plan of the Committee on Youth Problems of the U. S. Office of Education for a survey of community activities in behalf of youth, covering such topics as work-experience, wages, unemployment, education, and leisure.

1670. SCHOOL AND SOCIETY. "Conference on the Problem of Unemployed Young People." *School and Society* 39: 745, June 9, 1934.

News note on the special conference called for June 1 and 2, 1934, by U. S. Commissioner of Education George F. Zook.

1671. SCHOOL AND SOCIETY. "A Plan for the Relief of Unemployed Students." *School and Society* 41:638-9, May 11, 1935.

Dr. Studebaker's proposal to the Secretary of the Interior for a nation-wide program of community service and education built around guidance centers, the young student-workers to receive compensation for assisting playground directors, librarians, teachers, and other civic servants.

1672. STUDEBAKER, JOHN W. "For 2,000,000 Youth." *School Life* 20:220-3, June, 1935.

Outlines the plan proposed by the U. S. Office of Education for a community youth service program.

1673. STUDEBAKER, JOHN W. "Government's Interest in Youth." *School Life* 20:177, April, 1935.

Federal activities in behalf of youth; discusses the findings of the June 1934 Conference on Youth Problems. Also outlines the proposed youth service of the U. S. Office of Education.

1674. THOMAS, JOSEPH. "I Go Among the Girls." *American Magazine* 124:22-3, 104-8, October, 1937.

A reporter's impressions of life in the girls' camps operated by the federal government along lines similar to the C. C. C. program. Most of the article is devoted to a description of a visit to the Pennsylvania camp, but brief mention is made of those in Rhode Island, New York, New Hampshire, Minnesota, and the southern states. When this article was written, there were 28 camps in 26 states. Mr. Thomas tells something of the kinds of work-training provided, self-government, camp rules, the backgrounds of the young women, and their attitudes.

1675. WOODWARD, ELLEN S. "Making Housework a Skilled Occupation." *Journal of the American Association of University Women* 30:23-5, October, 1936.

Gives the reasons for the establishment of training courses for domestic workers by the Division of Women's and Professional Projects of the Works Progress Administration. In 1936 courses were offered in a number of cities in an attempt to raise the low standards prevailing for this type of work. Favorable results were everywhere evident. The

graduates of the courses were in demand, working standards were improved, and wages were often raised. Young women between the ages of 18 and 35 were eligible to take four different types of training, and the time spent was ordinarily about eight weeks. Many cities formed committees on standards as a result of the projects. (See also Nos. 1995, 2008, and 2012).

B. THE NATIONAL YOUTH ADMINISTRATION

1676. AMIDON, BEULAH. "Place for Youth." *Survey Graphic* 24:581-5, December, 1935.

Evaluates the work of the N. Y. A. and the attempts to get work projects for youth under way. Mentions the plans of the Youth Commission of the American Council on Education, and the pressing need for a solution to the unemployment of our young people.

1677. BORUS, ROSALIE, AND HARRIS, GILBERT. "A Study of Twenty-Six Young People Employed on a National Youth Administration Project." *Jewish Social Service Quarterly* 13:276-9, December, 1936.

An interesting report of attitudes, family backgrounds, schooling, and leisure-time activities of a group of young persons aged 16 to 25 who were employed at the St. Louis Y. M. H. A. — Y. W. H. A. in clerical, stenographic, library, art, and unskilled types of work.

1678. BROWN, RICHARD R. "The N. Y. A. and the Youth Problem." *Occupations* 14:776-80, April, 1936.

Expresses the opinion that the problems of young people and adults are very similar. Describes the services rendered by the N. Y. A., and urges communities to become "youth conscious" if permanent gains are to be made.

1679. BROWN, RICHARD R. "The National Youth Administration and the Student." *American Association of Collegiate Registrars, Proceedings* 1936:342-51.

The advantages and disadvantages of working one's way through college. How the F. E. R. A. and N. Y. A. programs are administered; what kinds of work students are given to do. Many constructive suggestions are offered for the consideration of the colleges receiving aid and the N. Y. A. authorities.

1680. BROWN, RICHARD R. "New Features of the School Aid Program." *Bulletin of the Department of Secondary-School Principals* 22:30-3, January, 1938.

In April, 1937, there were 295,000 secondary school students receiving work assistance from the National Youth Administration, but for the year 1937-38 appropriations have been reduced about one-third. Two new forms have been drawn up for administrators of work programs, covering student selection and the types of work projects permitted.

1681. BUNDY, SARAH E. "A Side-Light on the N. Y. A." *Survey* 73:252-3, August, 1937.

Positive and negative impressions of a N. Y. A. administrator for girls in a metropolitan high school. Specific examples illustrate some of the advantages and the disadvantages of providing remunerative jobs outside of classroom periods for boys and girls.

1682. CARTER, GLENN W. "Youth to the Rescue." *Recreation* 31:93-4, May, 1937.

A report of the work project in Cleveland, directed by the N. Y. A. and backed by local civic clubs. Seventeen new playgrounds were made possible as a result of the labors of the young men

and women engaged during the winter months, repairing old playground equipment and constructing new equipment, fountains, park benches, and other park facilities.

1683. CHARTERS, W. W. "The NYA." *Educational Research Bulletin* 16:103-4, April 14, 1937.

Editorial comment on the subject of the care of millions of boys and girls who have left school and cannot find jobs. Mentions the attempts made by some school systems to provide high-school postgraduate and junior college instruction for those scholastically inclined. Into the breach has stepped the N. Y. A., demonstrating the kind of service which is most needed. There probably will continue to be a demand for some form of assistance to youth during the next few years, although local communities may act to relieve the burden of the federal government.

1684. COMMONWEAL. "For American Youth." *Commonweal* 22:286, July 12, 1935.

Announces the objectives of the National Youth Administration. Information on an institute for young women interested in the youth movement to be held at the National Catholic School for Social Service in Washington, D. C.

1685. CORSON, JOHN JAY. "In Aid of Youth." *Rural America* 14:7-8, October, 1936.

What the National Youth Administration is attempting to do and how much depends upon cooperation from state and local governments, schools, and social agencies.

1686. COWLEY, W. H. *A Study of N. Y. A. Projects at the Ohio State University*. Washington: National Youth Administration, 1937. 147 p. mimeo.

Under a grant from the National Youth Administration, the author directed an investigation of such questions as these: What sort of work is done? What are the social and educational values of the projects? How are the projects selected and supervised? What improvements seem desirable? About 1,300 students at Ohio State University are assisted annually. The program is administered by four committees. This study of students receiving aid in 1936-37 covers the students' academic status, intellectual ability, scholastic performance, age, need of financial assistance, and their appraisals of the benefits resulting from their jobs. There is a chapter treating the projects as to classification, description, and number of students engaged upon them. The report concludes with recommendations for improvements in the program. Samples of forms used appear in the appendices.

1687. CUMMINGS, JAMES E. "F. E. R. A. Student Aid Program in Catholic Colleges." *Catholic Educational Review* 33: 359-65, June, 1935.

Replies to a questionnaire sent to the 154 Catholic colleges receiving F. E. R. A. funds during 1934-35 furnished the basis of this article. Many useful suggestions were included for improving the plan in the future, as well as criticisms of the existing system.

1688. ESTES, GRACE W. "Rural Library Service Projects of the National Youth Administration." *American Library Association Bulletin* 30:939-41, October, 1936.

Brief reports of what has been done to date by libraries following N. Y. A. recommendations. Mentions especially the New York State project, which provides part-time work for 243 young people from families on relief; and also refers to the extension of library services made

possible through W. P. A. funds in Illinois and Mississippi, and under the sponsorship of the N. Y. A. in Colorado. Chief hindrances are insufficient funds for the purchase of books and the difficulty of securing competent supervisors and young N. Y. A. assistants.

1689. EURICH, ALVIN C., AND WERT, JAMES E. *Applicants for Federal Aid at Minnesota Colleges*. Minneapolis: University of Minnesota Press, 1937. 56 p.

Data unearthed by research in the problem of work-relief for college students of Minnesota, with a detailed analysis of the situation at the state university. The question of the psychological effects of long-continued dependence on relief funds is raised, and Dr. Coffman of Minnesota suggests in the preface some alternatives which should challenge constructive thinkers. Students applying for aid were asked to fill out schedules of information covering: age, number of dependents, family background, size of home community, type of dwelling and value or monthly rental, college expenses, college plans, vocational plans, present employment and wages, leisure-time interests and hours available for education and leisure activities, and many other items. There are many tables included.

1690. GLASHEEN, GEORGE L. "Program of the National Youth Administration in Massachusetts." *Industrial Education Magazine* 39:90-2, March, 1937.

Describes the work projects for young men and women, and ways in which the local community as well as the workers receive benefit. Young people are referred to the Junior Counseling Service and a great many are placed in private industry as a result of these guidance and placement features of the N. Y. A. program. Summarizes the other services

available: the indenture system, and the student aid plan.

1691. HAYES, MARY H. S. "Present-Day Youth and the NYA." *Occupations* 15:301-5, January, 1937.

Varying reactions of young people to the problem of trying to earn a living; some resigned, some rebellious, others accepting the challenge of a difficult situation with optimistic faith. Discusses the education, work, and recreation programs of the National Youth Administration, and the class of young persons reached. Hopes the day will soon arrive when there will be no further need for the N. Y. A.

1692. ILLINOIS TEACHER. "A New Type of Scholarship." *Illinois Teacher* 25:75-6, 90, 91, November, 1936.

In Illinois 26,467 high school and college students are receiving aid from the National Youth Administration for continuing their education by working in the following types of jobs: clerical, library and museum, research and laboratory assistants, reading and grading papers, social service, art, and music. The positions which have been created are offered as suggestions to other school administrators.

1693. KELLY, FRED J., AND MCNEELY, JOHN H. *Federal Student Aid Program*. U. S. Office of Education Bulletin, 1935, No. 14. Washington: Government Printing Office. (5 cents)

Covers the first year's work begun under F. E. R. A. and taken up by the N. Y. A. About 70 per cent of the colleges reporting offered no criticism, but the rest made suggestions for improving the system.

1694. LINDLEY, E. H. "The Care and Education of American Youth: The Federal Program." *National Association of*

State Universities, *Transactions and Proceedings* 1935:162-76.

The outgrowth of the National Youth Administration from federal plans for young people's welfare. Considers the decentralized system of administration a wise move. Tells what the N. Y. A. has done for college and high school students and what kind of jobs are provided for them, what has been accomplished through the apprenticeship program and placement service. Asserts that schools must substitute a longer, more practical period of educational preparation for early employment of young persons.

1695. LITTLEDALE, CLARA SAVAGE. "Youth Shall Have Its Chance." *Parents' Magazine* 10:13, August, 1935.

An editorial on the creation of the National Youth Administration which sets forth the main objectives of the program. "It is a stirring and a heart warming thing to realize that those at the head of affairs in this country have the welfare of youth so in mind that this great program of renewed opportunity is being launched. Implicit in the idea, as expressed by the President, is the realization that the country needs a youth which is equipped, which has courage, which is competent to carry on."

1696. McNASSOR, DONALD J. "Evaluating Youth Work-Project Results." *Occupations* 16:239-44, December, 1937.

A study of 241 young people given work by the National Youth Administration in Ohio, comprising 77 per cent urban and 23 per cent rural youth, half boys and half girls, from 16 to 25 years of age. Ratings were secured by sampling records on a wide variety of work projects with the cooperation of local supervisors. The purpose of the individual ratings was to determine the effects of this type of employment upon the follow-

ing traits: punctuality, mode of dress, attitude toward authority, attitude toward fellow workers, adjustment to new assignments, habit of completing assignments, habit of working conscientiously, and initiative. The majority showed improvement in varying degrees, although individuals rated higher at the beginning naturally had less room for improvement than those rated very low at the outset.

1697. MITCHELL, JONATHAN. "'Without Work-Experience' — What Uncle Sam Is Doing for the Nation's Youth." *New Republic* 85:306-8, January 22, 1936. Condensed in *School Review* 44: 161-4, March, 1936.

A survey of the activities of the National Youth Administration, pointing out as its weak points dissension within the ranks, slow functioning of program, and the purely temporary relief aspect of its proposals. Only a tenth of the needy youth are being helped and they to a negligible extent.

1698. MONTHLY LABOR REVIEW. "National Youth Administration's Work Projects in New York, Pennsylvania, and Texas." *Monthly Labor Review* 43:336-8, August, 1936.

Most of these projects are operated in connection with local services already established. The allocation of federal funds, numbers of young persons employed, and typical undertakings in each of these states, which lead the entire country in extent of their programs.

1699. PALMER, CHARLES W. "An Inescapable Weakness in the Program of the NYA." *School and Society* 43:321-3, March 7, 1936.

A Philadelphia high school counselor states the aims of high school training and his objections to the National Youth Administration student aid. Describes

the regular volunteer service performed by the students and their value in citizenship training, which the "relief" jobs would destroy. Mentions the difficulties experienced in filling the quota within the limits of N. Y. A. rules.

1700. PEDERSEN, C. EDWARD. "The N. Y. A. in California High Schools." *Sierra Educational News* 32:38, November, 1936.

More than 11,000 high school students have been put to work on such jobs as these: agriculture, gardening, janitorial, monitorial, clerical, secretarial, laboratory, library, cafeteria, physical education, art, home economics, coaching, and shopwork. Evaluates the benefits to both the pupils and the schools.

1701. PHELPS, GRACE. "What Next for Youth?" *Parents' Magazine* 11:26-7, May, 1936.

A former member of the U. S. Children's Bureau evaluates the N. Y. A. program, presents Commissioner Studebaker's plan, and describes the plan submitted by youth groups to Congress, calling for an annual expenditure of \$3,500,000,000 to provide education, work-training, or employment for all needy youth in the nation. Deplores the fact that the youth situation is still treated as an emergency.

1702. ROOSEVELT, FRANKLIN D. "N. Y. A." *School and Society* 42:21-3, July 6, 1935.

A statement concerning America's unemployed youth and an outline of the executive order establishing a National Youth Administration.

1703. SCHOOL AND SOCIETY. "Camps for Girls Under the National Youth Administration." *School and Society* 44:79-80, July 18, 1936.

Quotes the Boston Evening Transcript's account of a proposed camp in

Massachusetts for girls aged 18 to 25 from relief families. It is expected that in addition to camp duties there will be classes in home economics, citizenship training, health education, and secretarial work. The girls will also benefit from the vocational guidance and placement service. Reports on a few such camps set up in other states, and mentions the difficulty of securing enough young women who qualify, in spite of the large number applying for admission.

1704. SCHOOL AND SOCIETY. "The National Youth Administration." *School and Society* 44:50, July 11, 1936.

A brief statement of the first annual report of the National Youth Administration; plans for the future, including educational camps for girls, raising the age level for young workers on projects, and giving more variety to these projects.

1705. SCHOOL REVIEW. "Colleges Approve the Student-Aid Program." *School Review* 45:565-7, October, 1937.

A summary of the results of a questionnaire survey of attitudes expressed by administrators of over 300 colleges regarding the National Youth Administration program. Replies indicated that many students otherwise unable to attend college have been aided in ways which maintained their self-respect and contributed to their social and educational development. Of 281 replies tabulated, 74 per cent considered a continuation of the present N. Y. A. program desirable and necessary. Others recommended a gradual termination of financial assistance.

1706. SCHOOL REVIEW. "Review and Revision of the Student-Aid Program." *School Review* 44:561-4, October, 1936.

Reproduces the report on policy submitted by a conference of educators to the National Youth Administration after

a meeting held in July, 1936. Also refers to the reports on projects and recommendations. Mentions important changes in the student-aid program for the year 1936-37.

1707. SCHOOL REVIEW. "What Progress in the NYA?" *School Review* 44:161-4, March, 1936.

An editorial expressing disappointment at the work of the National Youth Administration; quotes from an article, "Without Work-Experience", by Jonathan Mitchell in the *New Republic*, January 22, 1936.

1708. SURVEY. "All About the N. Y. A." *Survey* 72:180-1, June, 1936.

Brief statement of N. Y. A. activities to date. Paragraphs on committees, student aid, guidance and placement, and work projects.

1709. SUTTON, ISAAC. "Résumé of National Youth Administration Work." *Educational Programs for Today and Tomorrow*, p. 281-3. Twenty-third Annual Schoolmen's Week Proceedings. Philadelphia: University of Pennsylvania, School of Education, June, 1936.

What the N. Y. A. is doing for Pennsylvania's unemployed young people. About 43,000 are receiving financial aid for high school and college courses; 5,000 are being trained in adult education schools and vocational re-training schools; and 16,000 from relief families are on W. P. A. payrolls engaged in various work projects, from nurses' helpers and assistants in hospital diet kitchens to agricultural jobs and elimination of insect pests in the state. In addition, there are a number of library projects, and it is hoped that youth centers may be set up in every community which needs some clearing-house for activities of and for young people.

1710. TAUSSIG, CHARLES W. "The Youth Problem." *National Education Association, Bulletin of the Department of Secondary-School Principals* 20:12-17, April, 1936.

The work of the National Youth Administration; the services of state and community Advisory Committees, composed of representatives of labor, industry, education, recreation, churches, and youth organizations, all serving without pay and appointed locally; youth and its relation to social progress.

1711. TREADWELL, ANNE DE G. "NYA School Aid Program in California." *California Journal of Secondary Education* 12:339-43, October, 1937.

A recapitulation of the federal aid plan during the last two years, with particular attention to administration and organization. Reports that committees set up to investigate practices in schools and colleges of the state discovered a lack of uniformity or unified standards in operating the different programs, in selection of students, how the jobs are determined, and how the work is supervised. Refers to the guiding principles drawn up by a special committee for California schools and appraises the national program.

1712. WAHLQUIST, JOHN T. "An Evaluation of the New Deal in Education." *School and Society* 42:859-63, December 21, 1935.

Thirteen criticisms of the N. Y. A. program voiced by educators. A plea for separating education and politics, and expression of hopes felt for the plans of the American Youth Commission.

1713. WILLIAMS, AUBREY. "A Crisis for Our Youth: A Task for the Nation." *New York Times Magazine*, p. 4, January 19, 1936.

Information on numbers of unemployed youth aged 16-24, their work-

experience, education, total married, and those in relief families, as estimated by the National Youth Administration. Efforts of the N. Y. A. to help this group. Mentions the employment opportunities which could be opened to young people in providing adequate food, clothing, and shelter for our underprivileged millions today.

1714. WILLIAMS, AUBREY. "Youth to be Aided in Hard Struggle." *New York Times*, Section 4, p. 10, June 30, 1935.

A brief explanation of youth's position in the depression and purposes of the National Youth Administration. "The National Youth Administration created by President Roosevelt is a way out of the destroying stagnation into which the depression has thrown hundreds of thousands of American youth."

1715. WILLIAMSON, E. G. "College Grades and N. Y. A. Scholarships." *School and Society* 46:510-12, October 16, 1937.

A study of scholastic rating of 94 freshmen at the University of Minnesota who were receiving federal aid on work projects, compared with two control groups, one matched and the other a random sampling. The last-named group received the lowest average grades. It is believed that the differences in college grades are largely due to the practice of granting work scholarships to potentially superior students. The same conclusion was reached after a similar analysis of 121 freshmen in 1936.

C. CIVILIAN CONSERVATION CORPS

1. Educational Aspects

1716. BENNETT, T. C. "The Educational Program of the C. C. C. Camp." *Educational Programs for Today and Tomorrow*, p. 297-309. Twenty-third Annual Schoolmen's Week Proceedings. Phil-

adelphia: University of Pennsylvania, School of Education, June, 1936.

The procedures involved in the attainment of these objectives: developing a well-rounded, healthy personality; a general knowledge of everyday affairs; an appreciative understanding of responsibilities belonging to human relationships; practical instruction in subject matter and skills; and the evaluation and appropriate use of recreational and leisure time activities. How these aims and methods are related to a practical guidance program. The steps from the actual training program to the selection of a vocation and placement in a permanent job undergone in the "selective placement program", designed for groups of especially qualified enrollees.

1717. COE, GEORGE A. "What Sort of School Is a C. C. C. Camp?" *Social Frontier* 1:24-6, May, 1935.

Stresses the need for an educational appraisal of the C. C. C., analyzes its educational activities, and considers the likelihood of the camps becoming a permanent part of the American school system.

1718. CURRAN, MICHAEL J. "Books Go to Camp Again: The C. C. C. Libraries in Massachusetts." *Library Journal* 60:315-18, April 15, 1935.

Outlines the ways in which the reading demands of young men in C. C. C. camps in Massachusetts are being met. Explains the educational program in the camps, the visits and letters of the Field Adviser of the State Division of Public Libraries to discover each camp's book needs, the donation of books by large and small local libraries, the types of books most in demand, the preparation of book lists. Presents some of the replies to an inquiry addressed to educational advisers in the New England region in order

to find out the library facilities available and the reading habits of the enrollees in the camps.

1719. DEMING, ROBERT C. "Education in CCC Camps." *Journal of Education* 120:369-71, 382, November, 1937.

Speaks of the social challenge facing educational advisers, who are pioneering in a new form of education. Mentions the types of men and boys in the camps, their previous schooling, their need for individual guidance. Deplores the lack of library facilities and instructional materials. Recommends summer courses for advisers to be given at the government's expense; also that state departments of education have a part in the plans for camp enrollees, and that equipment suitable for adult pupils be provided.

1720. HARBY, SAM F. "C. C. C.—the American Folk School." *Curriculum Journal* 6:1-8, October 1, 1935.

Description of the C. C. C. educational program in New York, New Jersey, and Delaware by a camp educational adviser in New York.

1721. HENRY, LYLE K. "The C. C. C. As an Educational Institution." *School and Society* 43:62-6, January 11, 1936.

The aims of the educational program, scholastic backgrounds represented, membership of classes, curriculum and teaching methods, physical equipment, records, and evaluation of camp instruction. Benefits of camp life in general are discussed.

1722. HILL, FRANK E. "Does Youth Want to Learn?" *Journal of Adult Education* 7:135-41, April, 1935.

Discusses the administration of the C. C. C. camps, their educational programs, attitudes of enrollees toward studying, circumstances in the camps

likely to promote an interest in studying, observations made on visits to various camps. "As perspective on the adventure (the educational program in the camps) grows, some definite indication of how youth out of school will respond to the opportunity to learn should appear. As yet there is only a promise of what this response, when more fully tested, will prove to be. A true response means not only beginning an effort but holding to it. But the promise is that youth, even when surfeited with one type of education, will turn instinctively to a new and more attractive opportunity for acquiring knowledge or training."

1723. HILL, FRANK E. *The School in the Camps: The Educational Program of the Civilian Conservation Corps.* New York: American Association for Adult Education, 1935. 84 p.

Description of life in the camps, difficulties in starting the educational program, a camp adviser's duties, facilities for instruction, courses taught, what progress is being made, and the prospects for the future.

1724. HITCHCOCK, ARTHUR A. "What C. C. C. Men Think About the Social Studies." *Social Studies* 27:18-21, January, 1936.

Most enrollees seem dissatisfied with their public school education, with its failure to interpret current problems or to give occupational information. They need a more stimulating presentation of social studies.

1725. LIBRARY JOURNAL. "Status of C. C. C. Camp Libraries." *Library Journal* 60:897, November 15, 1935.

Summarizes the types of library service in C. C. C. camps. How books are selected; the appropriation available for

purchasing books; arrangements for circulating them; methods of securing periodicals; the use of local or state libraries; the size, organization, and operation of camp libraries.

1726. MACARTHUR, DOUGLAS. "Civilian Conservation Camp Libraries." *Library Journal* 58:790-1, October 1, 1933.

An excerpt from C. C. C. Circular No. 5, entitled "Welfare Regulations for the Civilian Conservation Corps", which specifies the method of organization and the nature of the financial arrangements for library service in the camps.

1727. MARSH, C. S. "The Educational Program in the C. C. C." *Recreation* 28: 476-8, 503, 504, 505, January, 1935.

Terms the educational program of the Civilian Conservation Corps "a great American folk school movement." Explains the organization and control of the camps; describes the physical plant. What courses are requested by the enrollees, library facilities, study material; recreational interests indicated; the benefits of camp life.

1728. NUTTALL, L. JOHN, JR. "Possible Influences on the Public Schools of the C. C. C. Program." *School Review* 43: 508-13, September, 1935.

Attitudes of enrollees in camps in Utah and Nevada regarding their previous education, their life in camp, their relations with each other and with the communities in which they are situated. It is evident that our traditional form of schooling has failed many of these youth. They are badly in need of training in human relations, beginning with courtesy. As far as possible, the boys should be guided into more desirable social patterns; this may also be termed a function of public education.

1729. OXLEY, HOWARD W. "C. C. C. Contributes to Human Conservation." *School Life* 22:310-11, June, 1937.

Furnishes some statistics on numbers of enrollees taking advantage of the camp educational program. Since 1933, over 50,000 illiterate boys have learned to read and write; 300,000 have continued their elementary schooling; 200,000 have studied high school subjects; and 50,000 have studied college subjects. A significant improvement in the boys' physical and mental health has been apparent since the C. C. C. camps were opened. Youth are prepared for the working world by the instruction they receive in good work habits and through actual vocational training on the job.

1730. OXLEY, HOWARD W. "Colleges and C. C. C. Camp Education." *School Life* 22:106, 120, December, 1936.

The growing cooperation between colleges and the C. C. C. education program, as evidenced by the granting of scholarships to enrollees, self-help positions, correspondence and extension courses, lectures, library and laboratory facilities, visual instruction equipment; and assisting corps area and district advisers in their work.

1731. OXLEY, HOWARD W. *Education in Civilian Conservation Corps Camps.* (E. C. W. 117546) Washington: Emergency Conservation Work, May, 1936. 11 p. mimeo.

Objectives of the entire program, educational needs of enrollees, duties of camp advisers, record of achievement of the camp educational program, methods of enlisting the interest of enrollees in classes, cooperation from school and community leaders, and attempts to find employment for those discharged or at least fit them to earn their own livings.

1732. OXLEY, HOWARD W. "Educational Activities in the C. C. C. Camps." *Junior-Senior High School Clearing House* 10:139-44, November, 1935.

The program offered in the camps is intended to equip the boys to make their way in society, whether they need reading and writing, social studies, trade skills, or hobby activities. Many public schools and universities have cooperated by offering evening and extension classes. Attendance at camp classes is voluntary, but encouraged by advisers.

1733. OXLEY, HOWARD W. "Illiteracy in the C. C. C. Camps." *School and Society* 42:868, December 21, 1935.

A report addressed to Robert Fechner, director of Emergency Conservation Work, regarding a study of the amount of illiteracy among C. C. C. enrollees, embracing 1,947 companies with over 375,000 men and indicating how the camps are attempting to remedy the situation.

1734. OXLEY, HOWARD W. "Meeting Problems of Negro Enrollees." *School Life* 22:145, 155, January, 1937.

A recent survey of educational backgrounds of the 29,000 Negro C. C. C. boys reveals about eight per cent of illiteracy, 53 per cent on the elementary level, 35 per cent on the high school level, and four per cent of college grade. About 89 per cent are now taking advantage of camp classes, a slightly higher average than holds for all C. C. C. men. Negro camp advisers are well-qualified; how they aid in raising educational level of their boys; the place of vocational guidance and training. Describes an especially well-organized education program at Breeze Hill Camp, Middletown, New York.

1735. OXLEY, HOWARD W. "Teaching Technique in the C. C. C." *School Life* 21:12, January, 1936.

A description of some of the interesting educational methods being employed in the C. C. C. camps including personal interviews with educational advisers, training on the job, evening seminar classes, special vocational evening courses, arrangements with neighboring high schools, trade schools, and colleges to supply additional educational advantages. Development of hobby activities, circulating books, showing educational films, organizing nature field trips.

1736. PERHAM, PHILIP D-B. "Correspondence Courses for California Youth." *California Journal of Secondary Education* 12:346-9, October, 1937.

The director of the Correspondence Extension Service of the California state department of education tells of the development of the program since courses were formulated for C. C. C. enrollees in 1934. In addition to serving the boys in the camps, certain hospitals, prisons, unemployed adults, and even high schools in several states are using the courses at present. Every month 12,000 lessons are received for correction and the number is increasing.

1737. PHI DELTA KAPPAN. *Education in the Civilian Conservation Corps. Phi Delta Kappan* 19:297-378, May, 1937.

Headed by editorial comments by J. W. Studebaker, C. H. Judd, N. H. Dearborn, F. E. Hill and P. M. Cook, this special issue contains twenty-two short articles covering many phases of the C. C. C. educational program. The contributors are Robert Fechner, Maj. Gen. E. T. Conley, P. M. Cook, H. W. Oxley, Kenneth Holland, W. Frank Persons, Scott Leavitt, Sandford Sellers, Jr., P. E. Williams, R. A. Beam, Fred Morrell, J. E. Nystrom, L. W. Rogers, A. J. Brasted, C. H. Blanchard, W. D. Boutwell, D. E.

Wiedman, L. L. Standley, J. W. Burke, A. A. Reed, F. G. Stevenson. There is also an annotated bibliography of the C. C. C.

1738. SCHOOL AND SOCIETY. "Correspondence Courses for the C. C. C. Camps." *School and Society* 45:463-4, April 3, 1937.

Information concerning numbers of enrollees registered for correspondence and extension study, colleges and universities offering such courses, fees charged, and subjects most popular. The Ninth Corps Area, covering the Pacific coast states, has been conspicuously successful in its program of education through correspondence study.

1739. SMITH, W. H. "Camps or Streets?" *School and Society* 41:196-7, February 9, 1935.

The conflicting views on C. C. C. camps; the failure of high schools to interest many boys and girls after the age of 16; and the need for new forms of secondary education.

1740. STUDEBAKER, JOHN W. "An Overview of the C. C. C." *Junior-Senior High School Clearing House* 10:134-8, November, 1935.

The Civilian Conservation Corps is a true folk school; subjects are taught to suit the needs of the individual and section of the country, from the three r's to correspondence and extension college courses; hobby activities and camp newspapers are encouraged; a wide-range vocational guidance program is offered.

1741. TUCKER, WILLIAM P. "C. C. C. Library Work." *School and Society* 43: 18-21, January 4, 1936.

The recommendations of the American Library Association and the extent to which they have been followed. The

administration of library services; number of books and names of periodicals supplied all camps by the Army; other sources of reading matter; the popularity and value of correspondence courses. The need for trained librarians in addition to regular camp educational advisers.

2. Vocational Aspects

1742. HILL, FRANK E. "Vocational Guidance in the C. C. C." *Occupations* 14:619-24, April, 1936.

Using the "Personnel Record of Enrollee" to discover vocational preferences, camp advisers attempt to provide instruction in the various trades. In addition to learning about soil conservation, road-building, and forestry, the boys receive training in auto mechanics, carpentry, and many other skills, all of which prepare them for outside employment. Gives examples of accomplishments of some outstanding corps areas, as well as pointing to shortcomings of others.

1743. HOLLAND, KENNETH. "Arts and Crafts in the C. C. C." *School Life* 21: 186, March, 1936.

How leisure time is utilized in C. C. C. camps, especially during the winter months. The interest shown in working with leather, metal, and wood; making rustic furniture; presenting plays and minstrel shows; and other hobbies and activities. Despite the lack of funds for training in handcrafts and mechanics, many boys have developed sufficient skill in some line to earn a living after finishing their term of enrollment.

1744. LINDLEY, ERNEST K. "Forest Interlude: After Their Service in the C. C. C. Is Concluded, How Shall Young Americans Find Their Jobs in Our World of Today?" *Today* 2:14, September 22, 1934.

Focuses attention on some of the wholesome effects of the C. C. C. on young people, questions how permanent these are, and inquires into what happens to the morale of the young men who cannot find employment after six months or a year in camp. Includes factual material from the first census of former enrollees.

1745. MARSH, C. S. "Vocational Training in the C. C. C." National Education Association, *Proceedings* 1935:729-30.

Efforts of C. C. C. advisers to provide vocational counseling and training for enrollees, the cooperation from school heads in offering facilities for instruction and experimentation, and the actual work experience gained by the day's tasks.

1746. MONTHLY LABOR REVIEW. "Employment Among Former Members of the Civilian Conservation Corps." *Monthly Labor Review* 40:45-7, January, 1935.

Briefly reports the findings of a survey of former members of the C. C. C., winter 1933-34 term, carried out by the Division of Research and Statistics of the Federal Emergency Relief Administration.

1747. MONTHLY LABOR REVIEW. "Employment Status of Former Members of the Civilian Conservation Corps." *Monthly Labor Review* 39:308-10, August, 1934.

A summary of the data obtained from a study of former members of the C. C. C., summer term 1933, conducted by the Division of Research and Statistics of the Federal Emergency Relief Administration.

1748. OXLEY, HOWARD W. "CCC Camps Train Young Farmers." *School Life* 22:235, 238, April, 1937.

Not until very recently has any particular attention been given to agricul-

ture in the camp program, but now a third of the camps have begun farming projects. Mentions what certain of the camps have accomplished. Some of the experiments most popular are landscape gardening, bee culture, poultry, crops, fruit.

1749. OXLEY, HOWARD W. "From CCC Camp to Employment." *School Life* 22:183-4, February, 1937.

"The underlying purpose of C. C. C. camp education is to make men more employable." Guidance in camps, including instruction in writing letters of application and applying in person for jobs. Specific placement procedures in effect in certain corps areas. How local communities aid in placing enrollees. It is encouraging to know that approximately 10,000 leave camps every month to enter private employment.

1750. OXLEY, HOWARD W. "Job Training in the C. C. C." *School Life* 21:93, December, 1935.

Some of the opportunities for training on the job available at company headquarters, in the mess hall, infirmary, supply and post exchange, forestry, soil conservation, and other constructive outdoor work. "All enrollees have a common problem — unemployment. Some of them are unemployed because they are unskilled, others are gradually losing their skills due to a long period of unemployment. Still an additional number have never had a chance at a job at all, due to the depression."

3. Character Development

1751. BEAM, RUSSELL A. "The Contribution of the Civilian Conservation Corps to Character Development." *Religious Education* 32:43-9, January, 1937.

Life in the camps — a picture of the typical enrollee and his background. The

work and education programs and the co-operative nature of all activities combine to provide a most favorable situation for the growth of character and wholesome personality. It is noted that for the last half of the fiscal year 1936 thousands of men were leaving the camps each month to accept jobs. Employers are finding C. C. C. experience an asset to their business. Letters from 622 enrollees reveal the following important gains made: improvement in health, mental outlook, education, and ability to live happily in a group.

1752. BUTLER, OVID, editor. *Youth Rebuilds: Stories from the C. C. C.* Washington: American Forestry Association, 1934. 189 p.

Thirty stories of personal experiences of young men enrolled in the C. C. C. during the summer and fall of 1933, selected from over two thousand submitted to the editor of *American Forests* in answer to his request for letters showing what the C. C. C. had meant to the enrollees. Includes seven poems.

1753. CHRISTIAN, RENA. "Where Boys Become Men." *Christian Science Monitor Magazine*, p. 8-9, October 9, 1935.

An account, written in popular style, which describes work projects and educational, recreational, and social activities. Points out how young men are being made into good citizens while protecting the nation's resources.

1754. MISSIONARY REVIEW OF THE WORLD. "Religion in Conservation Camps." *Missionary Review of the World* 56:350, July, 1933.

Indicates how the General Committee on Army and Navy Chaplains, reserve chaplains, ministers, and churches situated near C. C. C. camps are planning to care for the spiritual needs of enrollees.

"In addition to the service by the Reserve Chaplains, it is expected that much volunteer service will be rendered by the ministers and the churches situated near these camps. The gratuitous service of these volunteer clergymen and other religious workers will be accepted for the camps as the requirements of such religious faiths not otherwise provided may arise. No appropriation is available for this purpose, but transportation to and from camp and board and lodging while at camps will be provided."

1755. OXLEY, HOWARD W. "Enrollees Become Better Citizens." *School Life* 22:215-16, March, 1937.

States the main objectives of the C. C. C. program; to develop employability and to encourage good citizenship. Tells how desirable attitudes and practices are fostered in the camps, both as natural outgrowths and as the result of planned activities such as forums, debates, publications, and camp councils.

4. Appraisals and Criticisms

1756. ALLEN, HOLLIS P. "Seventeen Dollar Barranca — An Object Lesson." *California Journal of Secondary Education* 12:354-8, October, 1937.

An interpretation of data gathered in 1935 during a study of education in CCC camps, as illustrated in California. Emphasizes the importance of understanding the infinite variety of individual requirements and differences in backgrounds of men within single camps and between camps located in various parts of the country. The author attributes many alleged shortcomings of the educational offerings to discord among administrators, lack of physical facilities for proper teaching, formalized courses, the boys' own attitudes toward school as they know it, and frequent failure to coordinate all the activities of the camp.

1757. AMERICAN FORESTS. "What the C. C. C. Has Done for Me." *American Forests* 40: 23-5, January, 1934; 66-7, February, 1934; 120-1, March, 1934; 163-4, April, 1934; 218, May, 1934.

Contents: "A Task, a Plan and Freedom", by James Kidwell; "Wisdom from the Trees", by Gerald Street; "A Home and Harvest Saved", by K. Edd Teston; "It Has Given Me a Niche to Fill", by Lee G. Crutchfield, Jr.; "I Can Meet My Fellows, Man to Man", by Ray Johnston; "Best of All, It Gave Us a Job", by James A. McMillen; "It Taught Me One Way to be Happy", by Charles Hiller; "It Has Taken Me Off the Road", by Frank Ranney; "I Have Lived With Nature — Man's First Friend and His Last", by Farran Zerbe; "I Have Learned to Know the Human Race", by Harold H. Buckles.

1758. BREWER, JOHN M. "What the C. C. C. Might Have Been." *Junior-Senior High School Clearing House* 10:159-64, November, 1935.

A criticism of Army control of the camps, the failure to include an educator in the group setting up the program, lack of adjustment of the men released, the need for urbanization of many camps in order to offer vocational instruction. Professor Brewer suggests that some self-help centers be set up, where barter and manufacture would provide the livelihood, and adult education and recreation would fit the men and women enrollees for carrying on independent lives.

1759. CONNELL, CATHARINE. "After the C. C. C. — What?" *Today* 2:6-7, August 4, 1934.

Excerpts from interviews with thirty New York City boys recently returned from C. C. C. camps after an absence of from six months to a year, revealing what they thought of the work, some criti-

cisms, whether they'd like to go back, friendships made, what it has meant in their lives. "More than any other project of its kind, the C. C. C. deals with the youth of the country in youth's own terms. In the C. C. C., a boy gets, first and most important to him, a job. He gets clothes, food, a place to sleep. For doing work that any willing boy can do, the government pays him \$30 a month—\$25 of which he may send home as his share in helping support the family."

1760. CURTIS, HENRY S. "Our Peace Time Army, the Three C's." *School and Society* 41:230-2, February 16, 1935.

Potentialities of C. C. C. camps and constructive criticism of the present system.

1761. EDSON, C. A. "What's to Become of the CCC?" *Forum* 93:245-7, April, 1935. Reply, *Forum* 93:257-8, May, 1935.

The personal views of a C. C. C. corps area educational adviser on making the camps a permanent national institution after the emergency is over. Suggests, among other things, that a year's training be given 1,000,000 young men annually between the time they leave school and go to work.

1762. HITCHCOCK, ARTHUR A. "A Year of the C. C. C." *Clearing House* 12:19-25, September, 1937.

Opinions of a former educational adviser in the Civilian Conservation Corps. Mentions the kinds of human problems revealed in the preliminary interviews with enrollees, and the great differences in the backgrounds and qualifications. The program of the camp described in this article included courses in occupations, current events, and academic subjects, but handicrafts were probably the most popular, at least in the winter.

The best outcome was the development of a leader's club among the boys, which was a flourishing experiment in self-government until its dissolution by a new captain. The author outlines requirements for an ideal camp, including personnel, administration, policies, physical plant, work projects, guidance, and placement.

1763. KENNEDY, C. B. "Bases Full, and the CCC Strikes Out." *California Journal of Secondary Education* 12:350-3, October, 1937.

A former camp educational adviser foresees failure of the educational program if steps to remedy the situation are not taken. Criticizes army "red tape", and asserts that there is a decrease in competent educational advisers and in able enrollee leadership due to improved economic conditions. Believes that individual development of the enrollee has been too often subordinated to increasing the numbers in attendance at classes, to make good showings on the reports.

1764. LEACH, HENRY G. "Education for Patriotism: Reply to C. A. Edson." *Forum* 93:257-8, May, 1935.

Comments on some of the proposals of C. A. Edson in his article in the April number of the *Forum*, "What's to Become of the CCC?" Mentions some of the opposition that might arise to his plan, stresses the development of personal character as a desirable American goal, points out the importance of studying social science, and likens his idea to the Danish folk high schools. Advocates similar camps for women.

1765. MARSH, C. S. "Problems of Youth As Seen in the Civilian Conservation Corps Camps." *National Education Association, Proceedings* 1935:99-102.

The values of the C. C. C. program and need for its modification to place con-

servation of young American manhood first, including education, vocational guidance and training, and the cultivation of leisure-time pursuits. Soil conservation and financial relief to the boys' families will continue to play their part, but it is hoped that the relief aspect will diminish gradually.

1766. MITCHELL, JONATHAN. "Roosevelt's Tree Army: I." *New Republic* 83:64-6, May 29, 1935.

Grants that tremendous strides have been made in soil conservation, but feels that another important objective has not been developed to any considerable extent; that is, in the field of social attitudes. Tells of efforts of Educational Director C. S. Marsh to institute a modern, socialized program of education in the camps. Cites illustrations of a few camps in which the boys have rebelled against conditions and have met with little effort on the Army's part to improve the local situation. It appears that it is entirely up to the camp commander to create a favorable atmosphere.

1767. MITCHELL, JONATHAN. "Roosevelt's Tree Army: II." *New Republic* 83:127-9, June 12, 1935.

Continues a discussion begun in the *New Republic*, May 29, 1935, regarding some early difficulties in getting the camp educational program under way. He defends the project against charges made by a few that there are militaristic and fascist tendencies creeping into the organization. He considers it unwise to prolong the gang age under any guise, and makes the suggestion that forestry camps be opened only to boys wishing to make a profession of conservation.

1768. REYNOLDS, HARRIS A. "Need of Junior C. C. C. Camps." *Forestry News Digest*, p. 19, June, 1934.

Declares that the C. C. C. program should be extended to include special junior camps for unemployed boys 16 to 18 years of age. "Here the boys would all be about the same age and the regulations as to working hours, study opportunities, rates of pay, and the like, would be made to conform with amount of service rendered. There is no question but this younger group would be benefitted as much and probably more than those already in the C. C. C. camps."

1769. ROWLAND, HOWARD. "Can the C. C. C. Blaze a New Trail?" *Survey Graphic* 26:321-5, June, 1937.

Life in the forest camps, and a statement describing their management. From a sociological standpoint there are serious disadvantages to the system now in effect, granting that the stated purpose of the movement is being accomplished. It is suggested that a gradual change be made in the whole scheme, shifting the emphasis from recruiting city youth for temporary jobs to enrolling youth living in conservation areas in a permanent forestry school.

1770. SCHOOL REVIEW. "Appraising the Civilian Conservation Corps." *School Review* 43:485-8, September, 1935.

The original aims, the outgrowth of the educational features, and early difficulties encountered. Discusses advantages and disadvantages of army discipline. Mentions the desirability of more normal social life for the boys, and suggests a plan for incorporating work-school projects in the local school systems, with a minimum of federal control.

1771. TODD, ARTHUR J. "Social Implications of the C. C. C." *Junior-Senior High School Clearing House* 10:152-8, November, 1935.

An evaluation of the work of the Army and other agencies charged with

carrying on camp activities; the benefits of outdoor life, the soil conservation program, and other values of this social project, which offset the high cost of the experiment. Stresses need for some adaptation of the C. C. C. as a permanent activity, including opportunities for girls.

5. Descriptions, Handbooks, and Reports

1772. DEARBORN, NED H. *Once in a Lifetime: A Guide to the C. C. C. Camp.* New York: Merrill, 1935. 302 p.

A handbook for enrollees, explaining organization and purpose of C. C. C. camps; opportunities for learning while in camp; vocational information; possibilities for a better life after experiences in camp.

1773. DUBREUIL, HENRI. "Forest Camps for Unemployed Young Men in the United States." *International Labour Review* (Geneva) 29: 199-205, February, 1934.

An examination of the Emergency Conservation Work program which gives information on the events leading to its creation. The number of enrollees, the length of the enrollment period, the type of work projects carried out. An account of a visit to a C. C. C. camp in the Blue Ridge mountains.

1774. HAPPY DAYS. Washington: The Happy Days Publishing Co., 1933-.

The authorized weekly newspaper of the Civilian Conservation Corps, first issued in 1933.

1775. HOYT, RAY. "*We Can Take It*"; *A Short Story of the C. C. C.* New York: American Book Co., 1935. 128 p. (25 cents)

A short history of the work and spirit of the C. C. C., based on personal

observation of camp life. Chapters discuss: young men given a chance in the recovery program; coordinating government agencies in control of Emergency Conservation Work; the Army's role; forests and parks in need of protection; recreation, an important part of camp life; unique educational program in camps; what the men think of mountains and work; what the C. C. C. does for men as well as for our natural resources.

1776. JOURNAL OF FORESTRY. "A. C. C. C. Symposium." *Journal of Forestry* 32:930-51, December, 1934.

Articles entitled: "Make Them Conservees for Life", by George H. Hieronymous; "This Work Must Go On", by Leon G. Johnson; "Readjusting the C. C. C. as a Permanent Social Factor", by Austin F. Hawes; "Foresters, the Army, and the C. C. C.", by John D. Guthrie; "The Civilian Conservation Corps and the National Resources Board", by Arthur C. Ringland.

1777. LAUBACH, H. L. "The C. C. C. Mirrors Our Youth." *New York Times Magazine*, p. 12, January 5, 1936.

Brigadier General Laubach makes observations on enrollees' attitudes toward work, the government, and religion, on their general need of some medical attention, and on the distinct lack of social adjustment in many of the boys.

1778. LITERARY DIGEST. "Civilian Conservation Corps Has Translated Hundreds of Thousands of Idle Boys into Self-reliant Youths by Year's Service in Forestry and Soil-erosion Control Work." *Literary Digest* 117:12, April 28, 1934.

An account of the establishment of the first CCC camp in April, 1933, in the George Washington National Forest, near Luray, Virginia. A description of the accomplishments of the first year of Emer-

gency Conservation Work as shown by statistics in Director Robert Fechner's first report.

1779. MC CONKEY, DAREL. "The Youth Movement in America's Forests." *American Forests* 40:509-11, November, 1934.

Shows how the C. C. C. is improving the health of young men, creating better citizens, and making possible better relations between different parts of the country. Human interest anecdotes about a boy named John Peavey — his appearance before he went to camp and on his return, the change in his health, the things he learned during his stay, including first aid instruction, hobbies, recreational activities.

1780. MONTHLY LABOR REVIEW. "Two Years of C. C. C. Work." *Monthly Labor Review* 41:53-6, July, 1935.

Briefly summarizes the third report of the Director of Emergency Conservation Work, for the period April 1, 1934, to September 30, 1934, and the report *Two Years of Emergency Conservation Work*, which covers the period April 5, 1933-March 31, 1935. Data on the number of young men enrolled in the camps, their health, the educational program in the C. C. C., and the beneficial results of Emergency Conservation Work.

1781. OLIVER, A. C., JR., AND DUDLEY, HAROLD M., editors. *This New America*. New York: Longmans, Green, 1937. 188 p. (\$1.50)

Subtitled *The Spirit of the Civilian Conservation Corps*, this little volume contains letters and anecdotes showing something of the conditions leading to establishment of the C. C. C., the character-forming and morale-restoring aspects of the program, and comments from camp officers regarding the benefits which result from membership. Statistics are

appended which give some idea of the scope of the work, numbers of men aided, and expenses incurred.

1782. OXLEY, HOWARD W. "C. C. C. Activities of Significance in Community Youth Planning." *Harvard Teachers Record* 6:28-37, February, 1936.

Discusses the educational program; apprenticeship instruction in neighboring towns; cooperation of public schools, colleges, civic clubs, and organizations such as the Red Cross and National Vocational Guidance Association; recreational facilities; placement in forestry service and in private industry through efforts of local groups; follow-up of enrollees through agencies interested in helping boys make adjustments; efforts of enrollees to improve camp conditions and to organize on a community basis.

1783. OXLEY, HOWARD W. "C. C. C. Camp Leisure-Time Program." *School Life* 21:258-9, May, 1936.

Numbers of men taking part in dramatics, music, arts, and crafts; the popularity of photography and radio as hobbies. Activities of the camp educational advisers in developing programs which will interest the enrollees.

1784. OXLEY, HOWARD W. "C. C. C. Camps Make Summer Plans." *School Life* 22:275-6, May, 1937.

The regular educational program continues, but added to the schedule are many field trips, hikes, nature study groups, agricultural projects, arts and crafts, as well as extensive programs of outdoor sports.

1785. OXLEY, HOWARD W. "C. C. C. Platform for 1936-37." *School Life* 22:15, 20, September, 1936.

Among the ten planks listed in the platform are: improvement in guidance,

methods of instruction, physical plants, placement services, and in cooperation between communities and the camps.

1786. PACK, CHARLES L. "Human Dividends of the C. C. C." *Review of Reviews* 88:40-1, October, 1933.

The effect of membership in the C. C. C. upon the individual, including physical improvement; the material results accomplished in the way of conservation of natural resources. Reviews the events leading to the establishment of the program and describes the general plan of activity.

1787. U. S. DEPARTMENT OF LABOR. *Handbook for Agencies Selecting Men for the Civilian Conservation Corps*. Emergency Conservation Work Bulletin No. 3, July 1, 1935. Washington: Government Printing Office, 1935. 39 p.

Complete information on the organization, standards of eligibility and selection, methods of selection, acceptance and enrollment, camp life, and work program, and miscellaneous responsibilities of selecting agencies.

1788. U. S. DEPARTMENT OF LABOR. *What is Emergency Conservation Work?* Emergency Conservation Work Bulletin No. 1, revised June 1, 1935. Washington: Government Printing Office, 1935. 8 p.

Questions and answers regarding purpose, eligibility, pay, term, application, obligations, physical examination, location of camps, kinds of work, hours of work, recreation, and so forth.

1789. U. S. EMERGENCY CONSERVATION WORK. *First Report of the Director of Emergency Conservation Work for the Period April 5, 1933, to September 30, 1933*. Washington: Government Printing Office, 1934. 58 p.

Information on: the selection of the men; their enrollment; the operation of the work camps; the work projects under the supervision of various divisions of the Department of Agriculture, the Department of the Interior, and the Department of War. Twenty-six appendices, including: state selecting agencies; state quotas of men selected for Emergency Conservation Work, oath of enrollment, number of camps.

1790. U. S. EMERGENCY CONSERVATION WORK. *Second Report of the Director of Emergency Conservation Work for the Periods April 5, 1933, to Sep-*

tember 30, 1933 and October 1, 1933, to March 31, 1934. Washington: Government Printing Office, 1934. 50 p.

Data concerning the responsibilities of the Departments of Labor, War, Agriculture, and Interior in relation to the program; distribution of men and camps; living conditions of enrollees; education and religious guidance; work performed; morale; collateral social and relief benefits; future developments. Seventeen appendices including state selecting agencies, state quotas, number of camps in the United States and possessions, strength and enrollment data, new construction and maintenance performed.

CHAPTER XIV

NON-GOVERNMENTAL YOUTH-SERVING ORGANIZATIONS

- A. General Scope and Policies, Nos. 1791-1802
 - See also 2500
- B. Social Welfare Organizations, 1803-1810
- C. Civic Groups, 1811-1825
 - See also 1990-2013
- D. Christian Associations: Y. M. C. A. and Y. W. C. A., 1826-1833
 - See also 1404, 1417, 2208
- E. Boys' and Girls' Clubs, 1834-1854
 - See also 1591-1596, 2115-2152, 2209, 2214
- F. Scouting Organizations, 1855-1867
 - See also 287, 1192
- G. The American Youth Commission, 1868-1880
 - See also 28, 38, 57, 63, 72-74, 341, 362, 363, 479, 513, 784, 1060, 2014, 2017, 2033, 2034, 2087
- H. The American Youth Congress, 1881-1889
 - See also 1894
- I. Youth Hearings and Conferences, 1890-1907
 - See also 1470, 2153-2169, 2306
- J. Directories of Youth-Serving Organizations, 1908-1920

PRIVATE associations in the field of social welfare have long been a prominent feature of American democratic society. They furnish an outlet for the altruistic impulses of persons who are philanthropically inclined, and put to good use a large aggregate of contributions both of money and of volunteer service. At the same time they recruit and train their own corps of professional workers, and the scope and quality of their services to the underprivileged, including youth and children, generally show a constant improvement.

The responsibilities of these organizations are not lessened by the recent great expansion of governmental activities in social welfare, though shifts in emphasis and adjustments to effect new coordinations and meet new situations are, as always, necessary from time to time. This is recognized by enlightened workers in all organizations, private and public.

The non-governmental associations can and do perform certain functions which are properly outside the scope of governmental activity. For example, some of these organizations engage in the promotion of religion, either solely or in conjunction with other humanitarian objects; others afford rallying-points and agencies of propaganda for those who are like-minded concerning particular political or economic issues; and still others perform services which may or may not eventually come to be recognized as obligations of the public to be discharged through governmental agencies.

The modern trend among many of these organizations is not toward relief to the indigent nor toward the regimenting of the opinions of their clientele; rather it is toward developing wise and happy use of leisure time for all, the encouragement of vocational arts, and the building of character and civic integrity.

A. GENERAL SCOPE AND POLICIES

1791. ADDITON, HENRIETTA. *City Planning for Girls*. Chicago: University of Chicago Press, 1928. 150 p. (\$1.25)

Describes the social machinery for case work with girls in Philadelphia; courts and correctional institutions; and the systems of case records. Analyzes the social resources needed in girls' work.

1792. BOWMAN, LEROY. "Autonomy in Youth Organizations." *Womans Press* 31:428-30, October, 1937.

Advises complete autonomy in organizations intended to serve young persons, with the necessary guidance by adults who ordinarily wield full authority. Today it is not the individual, but the group, which determines the conduct of affairs affecting the group. While it will be difficult to change the control of clubs and national organizations to youth's hands and there will be some financial risk involved, the personal gains to individual members will repay the effort.

1793. BUSCH, HENRY M. "Youth Organizations and Social Living." *Child Study* 10:227-8, May, 1933.

Shows the need for coordination of social agencies and forces to prevent conflicts of values often resulting from young people's membership in various clubs or groups, and for building by natural groups rather than by creating special ones. A convincing presentation of the values of guided coeducational group activities.

1794. CARNER, LUCY P. "Those Young People." *Womans Press* 30:444-5, 464, October, 1936.

The author's answer to the question, "What distinctive functions can private social-work agencies perform in the pro-

gram for youth that other agencies are not performing on a wide-enough scale now and in the immediate future?"

1795. CHAMBERS, M. M. "Non-Governmental National Youth-Serving Agencies and Organizations." *School and Society* 44:544-7, October 24, 1936.

Defines a youth-serving agency and makes a rough grouping of various types under the headings of: youth movements, character-building organizations, student groups, organizations for farm youth, religious and partisan political groups, junior auxiliaries of adult fraternal orders, such adult groups as civic service and cultural clubs working in behalf of young people, general social welfare organizations, and foundations and research bodies. Shows the desirability of further investigation and evaluation of this field of service.

1796. CHAMBERS, M. M. "Organized Youth in America." *Journal of Educational Sociology* 11:351-9, February, 1938.

Statistics of the membership and financial resources of some of the largest youth-membership associations in the United States, including endowment funds, value of physical property, and annual budgets. Remarks upon the great diversity of American youth organizations, representing many shades of political opinion and many types of dominant purposes. This tends to make unlikely any militant totalitarian regimentation of youth. The social service and public welfare functions of youth organizations are more important than their political complexions. In this phase there is need for coordination of efforts and extension to reach millions of young persons not untouched by any organization.

1797. CORNELIUS, SAMUEL. "Just Out of School." *Rural America* 14:8-10, December, 1936.

The acute situation faced by boys and girls leaving school around the age of 16. There are no agencies to take the place of the school, and these young people are sadly neglected during the important transition period from safe dependency to an uncertain state of independence. Discusses the need for a national or local program for the "under 18" group and speaks of the services of existing federal and state agencies, the adult education movement, and various private organizations.

1798. COUNCIL OF SOCIAL AGENCIES, ROCHESTER, NEW YORK. *Looking Toward a Program for Rochester's Young People*. Rochester: Council of Social Agencies, 1937. 18 p. mimeo.

A report of the Conference on Youth Problems with recommendations for the welfare of the group aged 16 to 25. Particularly urgent was the need for assembling and distributing occupational information, as well as for data concerning the preparation of young persons seeking employment. There is also need for casework with the maladjusted group. Education and employment problems were considered together, since they are so closely related. The committee has made proposals relating to social and recreational problems. The appendix furnishes statistics on the general situation of Rochester's youth and a summary of the report.

1799. LOVEJOY, OWEN R. "Youth Programs." Russell Sage Foundation, *Social Work Yearbook* 1937:554-63.

Discusses social welfare programs for young persons 16 to 25 years of age, supervised by public and private agencies. This article is divided into the following sections: the "youth problem", govern-

mental programs, youth service associations, and research and promotional programs. Under the second heading there is special mention of the National Youth Administration; under the third, descriptions of Catholic and Jewish young people's work, the Y. M. C. A. and Y. W. C. A. Finally we learn what the American Youth Commission is doing for the care and education of our youth; what the Committee on Youth Problems has accomplished in the way of surveys and recommendations; and that the American Youth Congress "marks the first attempt at national unity on the part of American youth."

1800. MOORE, EDWARD R. "The Character-Building Agencies and Their Place in the Social Fabric." *National Probation Association, Yearbook* 1935:168-79.

Objects to the use of the phrase "character-building" as descriptive of one function of social agencies and considers "leisure-time agencies" a better appellation. It is the writer's opinion that only the home, the school, and the church should be devoted to the building of character, and he recommends that other organizations restate their aims and scope in order to aid the real character-forming institutions. Defines character and discusses training of will and mind. States desirable functions of leisure-time agencies.

1801. NEW YORK WELFARE COUNCIL. *A Survey of Work for Boys in Brooklyn*. New York: Welfare Council, 1931. 319 p.

This survey was made during 1928 and 1929 to give Brooklyn social agencies facts which would help in planning their programs. Pictures the existing facilities for boys' welfare, measures the needs for additional recreational and social service, and presents data on the boys' attitudes toward social and recreational activities.

1802. TAFT, CHARLES P. "Tomorrow's Citizens." *Recreation* 30:334-6, October, 1936.

Calls attention to the urgency of our supporting youth-serving agencies, and to their usefulness. Claims that boys and girls are best taught how to live and develop a satisfying philosophy when they are treated as individuals and that churches and schools have not as yet been able to do this.

B. SOCIAL WELFARE ORGANIZATIONS

1803. BAKER, NEWTON D. *Chest Responsibilities for Character-Building*. New York: Community Chests and Councils, Inc., 155 East 44th Street, 1936. 1 p. (Included in a pamphlet which contains Charles P. Taft's address, "The Outlook for American Youth.")

A few excerpts from the address, "Future Responsibilities of Chests for Community Welfare", given at the 1936 Mobilization for Human Needs in Washington on September 17. Includes remarks on the survey recently made in Cleveland, *Between Spires and Stacks*, which furnished a picture of one class of young people who need guidance and teaching along the lines of character foundations.

1804. GEORGE, WILLIAM R. *The Adult Minor*. New York: D. Appleton-Century, 1937. 192 p. (\$2.00)

The early days and growth of a unique institution, the George Junior Republic, which had its origin 40 years ago in fresh air camps for underprivileged children. The founder of the project relates stories to illustrate the success of his experiment in social living for boys and girls 16 to 21 years old. The Republic, in Freeville, New York, is simply a village managed by young people, with board and lodging of varying quality according to the citizens' desire to pay, a

system of token currency, a band, stores, newspaper, court, worship services, and jobs for all. The youthful citizens are self-supporting and have freedom to exercise initiative in individual business enterprises. The author believes the Republic demonstrates that youth are fully capable of becoming active participants in civic and social planning when given a chance to assume adult responsibility before they reach their legal majority.

1805. GLUCKSMAN, HARRY. "Jewish Community Centers." Russell Sage Foundation, *Social Work Yearbook* 1935:554-6.

Describes the facilities and activities of the 288 local organizations headed by the Jewish Welfare Board, of which 53 are Young Men's Hebrew Associations, 27 Young Women's Hebrew Associations, 55 combined Young Men's and Young Women's Hebrew Associations, and 153 Jewish Community Centers. Approximately 100,000 of the members are boys and girls under 16, and 160,000 are between the ages of 16 and 25.

1806. PIEL-WILLIAMS, ALMA. "The Girl — Changing Philosophies." National Probation Association, *Yearbook* 1935: 113-20.

Discusses social change and the development of a new American culture. Outlines the plans of the National Girls' Work Council for increasing its services, chiefly the prevention and treatment of delinquency; defines its present field of service. Points to the need for a program for young women over the age of 21. Urges lay participation in helping young people establish themselves economically and socially.

1807. SPRINGER, GERTRUDE. "Youth and Yardsticks." *Survey* 72:291-4, October, 1936.

A discussion of plans of the Mobilization for Human Needs Conference in Washington, September, 1936, with special emphasis on a proposal for corporate giving, which has been adopted by one of the country's largest corporations as the basis of its contributions to Community Chests. Points to the attention directed this year to the youth aspect of the campaign for funds.

1808. TAFT, CHARLES P. *The Outlook for American Youth*. New York: Community Chests and Councils, Inc., 155 East 44th Street, 1936. 3 p. (Pamphlet also contains excerpts from Newton D. Baker's address, "Future Responsibilities of Chests for Community Welfare.")

An address delivered at the Washington conference, 1936 Mobilization for Human Needs, by the vice-president of the Cincinnati Y. M. C. A. He speaks of the new emphasis upon character building and the reconstruction of families through Community Chest funds, the guidance of young people, the sacredness of personality, and the difficulty of the task set for social agencies today.

1809. WATSON, GOODWIN. "Human Resources." *Educational Record* 17:3-94, January, 1936.

A report to the National Resources Committee by the American Council on Education. Recommends that the Committee or its successor set up four sections, dealing respectively with human genetics, childhood, youth, and adult life. The youth section would have subcommittees on standards and objectives, youth-serving agencies, vocational adjustment, recreation, constructive citizenship, and schools.

1810. WETHERILL, FRANCIS M. *Youth Welfare in Philadelphia*. Philadelphia: John C. Winston, 1936. 259 p. (\$2.00)

A general survey of the activities of the 75 institutions and 27 welfare agencies serving youth in Philadelphia, based on observation and the results of a questionnaire. The foster home is urged as a substitute for institutional care, and more emphasis on character-building and follow-up of dependent young people is recommended.

C. CIVIC GROUPS

1811. DAVIS, MAXINE. "The Youths Nobody Wants." *International Altrusan* 14:5-6, December, 1936.

This article is based on a talk at a district conference of Altrusa Clubs, dealing with the deplorable situation of many young people who have been unable to obtain jobs, from those at the lowest level of preparation to the highest. Challenges civic organizations to espouse the cause of the "lost generation", but at the same time despairs of any immediate constructive action.

1812. DUPERREY, MAURICE. "Not 'Foreigners' — Friends!" *Rotarian* 51: 20-3, December, 1937.

Tells of the youth-exchange plan sponsored by Rotary International whereby children of members spend weeks or months in the homes of fellow-Rotarians in other countries. The exchange usually results in correspondence and has great possibilities for international friendship and understanding. Other types of transfers include scholarships, tours, camps, and employment. Not only clubs like Rotary, but educational organizations and philanthropic institutions have for years been promoting good-will in this manner.

1813. HOWARD, WINTHROP R. "So We Are Calling It 'Boy Sponsorship'." *Rotarian* 50:36-8, June, 1937.

What Rotarians here and abroad are doing for boys in their communities, as

part of a program designed to bring men and boys into closer, friendly contact and to guide these future leaders in habits of good citizenship.

1814. INDEPENDENT WOMAN. "Dollars for Scholars." *Independent Woman* 14: 195, June, 1935.

An account of the loan and gift scholarship policy of the National Federation of Business and Professional Women, which enables deserving girls to continue their education or vocational training.

1815. INDEPENDENT WOMAN. "Facing Today's Problems of Youth." *Independent Woman* 15:174, June, 1936.

How the National Federation of Business and Professional Women is aiding girls by means of scholarships and vocational guidance in various cities.

1816. JOURNAL OF SOCIAL HYGIENE. "National Council of Women Suggests Ways in Which Organized Women's Groups Can Help Solve Young People's Problems." *Journal of Social Hygiene* 21:365-6, October, 1935.

"The bitter disappointment of young people who find few opportunities in the economic field is generally recognized. Governmental and other agencies are endeavoring to open more channels of opportunity. The economic situation, however, still seriously affects the possibility of marriage at a time when choosing a mate and establishing a home is deeply desired and is a natural human right."

1817. LOVEJOY, PHILIP C., AND PANZAR, WALTER. "Youth Gets a Hearing: Rotary's Program of Youth Service." *Rotarian* 49:23-6, September, 1936.

Defines the youth services of Rotary International and illustrates with descriptions of educational, recreational, and vocational projects sponsored by local clubs,

such as the Council Bluffs, Iowa, panel discussions. Warns against the exploitation of young people by adults.

1818. McELROY, EDITH W. "Placing Youth in the World's Work." *Better Homes and Gardens* 15:54, October, 1936.

The sane outlook of young people of today and their desire for planned community life. Urges local civic clubs to consider what they can do to help youth realize some of its hopes. Refers to the good work being done by Rotary International in behalf of the youthful unemployed and to the program of Rural Life Associations. Suggests organized efforts of Parent-Teacher Associations, including surveys of vocational opportunities of each community and the inauguration of systems of apprenticeship in local industries. Mentions the second annual meeting of the American Youth Congress.

1819. NATIONAL COUNCIL OF CATHOLIC WOMEN. *Youth — Leadership and Catholic Action*. Proceedings of the Second Annual Youth Institute, Youth Series II. Washington: National Council of Catholic Women, June, 1936. 104 p.

Condensations of 45 papers presented during the week devoted to the Institute in June. Speakers contributed to the following topics: the youth program of the National Council of Catholic Women; training for leadership; programming; parent education and homemaking; spiritual, cultural, and recreational activities; vocational preparation; employment.

1820. NATIONAL COUNCIL OF CATHOLIC WOMEN. *Youth — Today and Tomorrow*. Proceedings of the First Annual Youth Institute, Youth Series I. Washington: National Council of Catholic Women, July, 1935. 124 p.

Abstracts of 35 papers. The purpose of the Institute was to bring together per-

sions interested in furthering women's work in behalf of young people. The addresses are grouped under the general headings of background, leadership, home, guidance, prevention of delinquency, employment, leisure, handcrafts, recreation, culture, and study. In addition to Catholic leaders, there were representatives of the National Recreation Association, the Juvenile Court of the District of Columbia, U. S. Children's Bureau and Women's Bureau, Girl Scouts, American Council on Education, and the National Youth Administration.

1821. NEW ENGLAND COUNCIL. *Preparing Youth for Useful Occupations*. Supplement to the New England News Letter. Boston: New England Council, November, 1937. 15 p.

At a meeting of the Council these subjects were discussed and are here reported: job morale, loss of jobs because of social inadequacies and maladjustment, substitutes for work satisfaction, job try-outs, and the possibilities of coordination of policies of school and industry in the interests of young people seeking employment.

1822. PITKIN, WALTER B. "The Chance of a Lifetime." *Rotarian* 46:21, April, 1935.

Describes a plan whereby Rotarians everywhere can help youth through an information service and clearing house on occupational trends and opportunities, conducted in their national publication, the *Rotarian*.

1823. RECREATION. "Activities for Unemployed and Unoccupied Young People." *Recreation* 27:9-15, April, 1933.

What the Westchester County Committee on Youth Emergency Activities is doing for its idle young people. Describes means of contacting them and discusses the program in operation.

1824. RICHARDSON, ANNA S. "The Plight of Youth; Work of Women's Groups." *Woman's Home Companion* 61: 29, November, 1934.

Services offered youth by such organizations as the National Congress of Parents and Teachers, the Women's Auxiliary of the American Legion, the National Federation of Music Clubs, the National Council of Catholic Women, and the National Council of Jewish Women.

1825. WILSON, LENNA M. "Youth at the Helm." *Catholic Action* 18:18-20, August, 1936.

A summary discussion of the second annual Catholic Youth Institute, sponsored by the National Council of Catholic Women, held in Washington, D. C., in June, 1936. Mention is made of the addresses delivered. The recurring theme was understanding on the part of adult leaders of young people, with emphasis on individual treatment of problems instead of mass prescription. Calls attention to efforts and aspirations of certain Catholic service groups in behalf of youth, such as local occupational surveys, preparation for marriage and parenthood, and the formation of programs for and by youth.

D. CHRISTIAN ASSOCIATIONS:

Y. M. C. A. AND Y. W. C. A.

1826. FONTAINE, E. L. "When A Girl's Idle." *Survey* 65:431-2, January 15, 1931.

Describes the Y. W. C. A. Extrapolized Vocational School in Chicago's Loop district. The classes were organized for girls out of work who needed business education or practice to keep them employable. Commercial subjects were offered, as well as classes in sewing, person-

ality, and gymnastics. Club rooms of the Y. W. C. A. were made available, and through the efforts of volunteer workers lost morale was restored to many girls otherwise without places to go for help. Jobs were obtained for some of the girls.

1827. ISRAEL, HENRY. "The Young Men's Christian Association in the Town and Country Fields." *Rural America* 14: 36-7, February, 1936.

A brief outline of rural work of the Y. M. C. A. since its beginning in 1873. The number of local groups serving rural communities today.

1828. LOPER, VERE V. "Youth's Part is Y. W. Problem." *Christian Century* 53:746-7, May 20, 1936.

The difficulties arising from the relationship between the Y. W. C. A. and its three youth groups, two of which announced at the 1936 annual convention that they intended to join the American Youth Congress. Loss of financial support was feared. A brief summary of the convention's business is included.

1829. NATIONAL COUNCIL OF THE YOUNG MEN'S CHRISTIAN ASSOCIATIONS OF CANADA AND NATIONAL COUNCIL OF THE YOUNG MEN'S CHRISTIAN ASSOCIATIONS OF THE UNITED STATES OF AMERICA. *Year Book and Official Rosters for the Calendar Year 1936*. New York: Association Press, 1937. 224 p.

The annual publication compiled under the direction of the Year Book Committee of the Bureau of Records, Studies and Trends, of which Arthur L. Swift, Jr., is Chairman and Owen E. Pence is Director. In five parts: (1) survey of trends of the year, (2) a manual for better record-keeping, (3) documents of reference, including statistical reports of many phases of association operation and

extension, (4) local summaries, a tabulation in 40 columns of pertinent facts about 1,156 local associations, and (5) directory and roster of associations, including association colleges, professional organizations and periodicals, lay groups and councils, and the World's Alliance of Young Men's Christian Associations.

1830. SIMS, MARY S. *The Natural History of a Social Institution: The Young Women's Christian Association*. New York: Womans Press, 1936. 251 p. (\$1.50)

The growth and development of the Y. W. C. A. in the United States from 1858 to 1934, and observations on its relationship to the social scene in general.

1831. SIMS, MARY S. "Young Women's Christian Associations." Russell Sage Foundation, *Social Work Yearbook* 1935: 558-60.

Primary aspects of the program are: (1) education and recreation, including health, the arts, social adjustment, and religion; (2) individual adjustment in employment and housing; (3) efforts to improve general social conditions, including the betterment of community life and of international relations. The constituency is grouped according to age, occupation, and in some cases nationality, embracing industrial girls, business and professional young women, younger girls, and students.

1832. STUFF, GRACE. "Applied Group Work." *Womans Press* 30:435-7, October, 1936.

The aims and methods of social group work, with special reference to organizations of younger girls, and specifically to the Girl Reserves of the Young Women's Christian Association.

1833. URICE, JAY A. "Young Men's Christian Associations." Russell Sage Foundation, *Social Work Yearbook* 1935: 556-8.

Sketches the history of the Y. M. C. A. and presents statistics of its present distribution and membership. Describes its formal and informal educational work, guidance and placement services, health and recreational programs, and social and entertainment features. Mentions also the work with boys and with unemployed young persons.

E. BOYS' AND GIRLS' CLUBS

1834. BOYS' CLUBS OF AMERICA. *Yearbook*, 1932. New York: Boys' Clubs of America, 420 Lexington Ave.

This volume describes the study of six representative boys' clubs, begun in 1928 under the direction of Frederic M. Thrasher of New York University.

1835. BRAUNSTEIN, ZOLA. "Boys' Club Membership, Mortality and Turnover." *Journal of Educational Sociology* 6:59-63, September, 1932.

The technique used in the New York University boys' club study to determine why boys joined, how long they were members, why they dropped out, if they rejoined and why. Data were secured by means of interviews.

1836. BUSINESS WEEK. "Boys and Girls, Inc." *Business Week*, No. 388:34, 37, February 6, 1937.

The story of one of the 52 companies operating as part of Metropolitan Junior Achievement, Inc., of New York City. Boys and girls 16 to 25 years old learn business methods by managing small business and manufacturing concerns. This particular group are members of the Boys' Club and specialize in leatherwork. Beginning with \$50 capital raised from

selling stock at 25 cents a share, they declared a dividend of ten per cent last May.

1837. GILES, RAY. "Big Business in Miniature." *Review of Reviews* 94:51-3, September, 1936. Condensed in *Reader's Digest* 29:73-6, October, 1936.

The story of the founding of the first Junior Achievement Company in 1919 in Springfield, Massachusetts, by Horace A. Moses, and the subsequent establishment of 900 others. Explains how a company is formed and describes a number of successful business enterprises managed by boys and girls from 16 to 21 years of age. Today 13,000 young people are working part-time or full-time in their small business concerns, making articles to sell or offering various services to the public. Illustrates the character-training aspect of the companies.

1838. GOSLING, THOMAS W. "Youth Trains for Service." *Nation's Schools* 18: 18-21, October, 1936.

Objectives of the Junior Red Cross; activities of different units in times of disaster; in general charitable projects, such as giving money, books, toys, clothing to needy children; in promotion of international goodwill; the development of sympathies and social understanding by the Junior Red Cross in our schools.

1839. GRUSD, EDWARD E. "A. Z. A. Comes of Age." *B'nai B'rith Magazine* 51:303-4, June, 1937.

A description of the founding and spread of Aleph Zadik Aleph, prominent in Jewish young people's work. Boys from the age of 15 to 21 may join and share its athletic, social, and educational advantages. Sports, dramatics, debate, and spiritual benefits combine with other values to make the organization popular with Jewish youth. There are now over

200 chapters in the United States and Canada, one in Bulgaria, and the prospect of further spread to foreign countries.

1840. HIGH SCHOOL QUARTERLY. "A Youth Movement for Detroit." *High School Quarterly* 24:271-4, July, 1936.

Plans for organizing a nation-wide association of boys to study crafts, to be jointly supervised by schools and industry. Describes the beginning made in Detroit, under Superintendent of Schools Frank Cody, and modeled along the lines of the Fisher Body Craftsman's Guild. It is believed that membership will foster resourcefulness and creative abilities and will aid in building character. Cites the examples of 45 boys who have won college scholarships in the Fisher coach-building contest as evidence of the values of such a program.

1841. LITERARY DIGEST. "New York's Child Industrialists." *Literary Digest* 121:18, February 15, 1936.

An account of the origin and growth of the Metropolitan Junior Achievement Companies in New York City, 55 profitable enterprises managed by young men and women as part-time or full-time business concerns. The young people gain valuable experience in the manufacturing and selling of goods, as well as in the organization and financing of small business firms. The articles made to sell are varied to suit the demands of customers.

1842. MCKENNA, W. B. "Experiment for Youth." *Survey* 72:359-60, December, 1936.

The story of the Butler Mitchell Club of Buffalo, which was organized in 1933 as a project of the Mayor's Committee on Unemployment, for boys between the ages of 16 and 24. More recently the club has been financed by a local family and has moved from the barn originally used as headquarters to a

larger building, with a membership of 450 and average daily attendance of 200. The boys are of Sicilian and Italian parentage, but with needs the same as all American youth: vocational guidance, normal social relationships with the opposite sex, recreation; and for this group, community adjustment in relation to their nationality handicap.

1843. MOONEY, VINCENT. "Catholic Youth Movement." *Russell Sage Foundation, Social Work Yearbook* 1935:552-4.

Efforts to coordinate Catholic youth activities on both the parochial and diocesan basis. The growth of the Columbian Squires, and mention of the several other principal Catholic youth organizations. In 1933 the Catholic Youth Bureau was organized as a special service of the National Catholic Welfare Conference, to function as a national clearing house.

1844. MURPHY, FRANK W. "Catholic Youth Movement." *Commonweal* 25: 21, October 30, 1936.

A letter to the editor presenting interesting information regarding the factors leading to an organized Catholic Youth Movement, the activities of locally-managed units or clubs, and the benefits resulting to young people who are in danger of losing all self-respect and faith in the future, in this case chiefly the unemployed. Urges qualified adults to share the responsibility for helping these frustrated young people find themselves.

1845. NELSON, JANET F. "Statistical Aspects of the Boys' Club Study." *Journal of Educational Sociology* 6:31-42, September, 1932.

An explanation of the procedure used in this study, which can be classified as: a statistical analysis of the area observed, a comparative study of delinquents

and non-delinquents, and a membership study of the local units, using the Hollerith method of tabulation.

1846. OVERSTREET, BONARO W. "Youth Incorporated." *Journal of Adult Education* 6:431-5, October, 1934.

The story of the founding of Youth Incorporated, a non-profit institution in Ferndale and Pleasant Ridge on the outskirts of Detroit. Tells how the young people secured and rehabilitated an activity center, how they organized an educational program in terms of their own needs, and describes some of their other enterprises.

1847. SOLLINS, IRVING V. "The Hollerith Statistical Technique." *Journal of Educational Sociology* 6:43-51, September, 1932.

The Boys' Club Study of New York University and its use of this technique, with diagrams and tables.

1848. STONE, WALTER L. *The Development of Boys' Work in the United States*. Nashville, Tenn.: Cullom and Ghertner Press, 1935. 188 p.

A sociological and historical study, rich in data illustrating backgrounds, growth, and current trends of boys' work agencies, with pertinent suggestions for charting the future. Statistics of membership of four principal national organizations in all states in 1930. Appendices list and tabulate salient characteristics of 138 national agencies.

1849. THRASHER, FREDERIC M. "The Boys' Club Study." *Journal of Educational Sociology* 6:4-16, September, 1932.

A statement of the aims and techniques of a scientific study directed by Dr. Thrasher of New York University, begun in 1928. He discusses the various methods, including the statistical and

ecological, of measuring the influence of boys' clubs.

1850. THRASHER, FREDERIC M. "Ecological Aspects of the Boys' Club Study." *Journal of Educational Sociology* 6:52-8, September, 1932.

An explanation of the system of base maps employed in the study to show the geographical distribution of social facts in relation to their backgrounds and to each other; for example, congestion of population, housing, saloons, pool rooms, foreign quarters, and the like.

1851. THRASHER, FREDERIC M. "Related and Subsidiary Studies of the Boys' Club Study of New York University." *Journal of Educational Sociology* 6:173-85, November, 1932.

Twenty-six related studies are listed, among them truancy, delinquency, health, church, housing, employment, girls' clubs, commercialized amusements, scouting, libraries, and a description of the study. He explains the use of a social base map and the treatment of both normal and pathological aspects of the boys' clubs.

1852. WALDRON, WEBB. "B. B. R.—Of, By, and For Boys." *Rotarian* 48:21-3, April, 1936.

The story of the founding and growth of the Boys' Brotherhood Republics of Chicago and New York; their activities, organization, and methods of reaching boys from street gangs; the success of many "graduates" of the B. B. R. as proof of the value of a club managed entirely by young boys.

1853. WELTY, IRENE. "A City-Wide Club for Girls." *Recreation* 30:21-2, April, 1936.

An interesting account of the founding and activities of "The Haven", a club

for girls aged 6-25, initiated in September, 1935, by the Quota Club of Allentown, Pennsylvania, and now supported by 30 women's clubs of this city. The club house attracts girls from a section extremely unfavorable to proper development of young persons and is an example of the possibilities for similar enterprises which should be equally successful. About half of the girl members are above 12 years of age. There are classes in sewing, knitting, drama, art, music, dancing, story-telling, current events, and a course for girls intending to enter domestic service is planned.

1854. WHITLEY, R. L. "Case Studies in the Boys' Club Study." *Journal of Educational Sociology* 6:17-30, September, 1932.

An analysis of the case study method as used in the New York University study, inaugurated in 1928; number of boys, points covered in their individual records; ways in which the desired information was obtained; and values of the case-study as a survey technique.

F. SCOUTING ORGANIZATIONS

1855. BOY SCOUTS OF AMERICA. *Handbook for Scoutmasters*. New York: Boy Scouts of America, 1936. (\$1 single volume; \$1.75 both volumes)

Published in two volumes and full of stimulating ideas for troop leaders. Some of the subjects treated are: building a new scout troop; organization in rural areas; financing the troop; cubbing, scouting, and senior scouting; planning a balanced program; outdoor activities; scoutcraft achievements, and many other interesting features. Includes a bibliography.

1856. CORCORAN, NORAH M. "Catholic Girl Scouting." *Catholic World* 145: 475-8, July, 1937.

Reviews the total program of the Catholic Youth Organization, and its co-operation with the Girl Scouts. Describes Catholic scouting activities in general, and the exemplary program of the girls affiliated with the Divine Providence Foundation in New York as a concrete illustration. Makes an appeal for volunteer leaders of troops from the ranks of Catholic women of the nation.

1857. DAVIS, JEROME. "Effects of Occupational and Racial Background on the Boy Scouts of Connecticut." *Sociology and Social Research* 18:43-51, September, 1933.

In 1928 and 1929 scout executives of the state made a series of studies concerning 5,145 Boy Scouts' backgrounds and their advancement within scouting ranks. Boys whose fathers are white-collar workers are found in much lower numbers in the lowest rank, in about the same ratio in the second-class group, and in somewhat higher numbers in the first-class group than the average for all scouts in the country. Also, boys from the white-collar class remain members longer and attend summer camps in greater numbers. Boys whose fathers are in the trades or agriculture tend to remain in the lower ranks of the organization. Boys with American-born parents achieve somewhat higher ranking than the others. Catholics do not participate to the extent expected when it is considered that there are great numbers of this faith in Connecticut. To summarize, economic and social factors influence membership and promotion in the ranks of the Boy Scouts.

1858. HOOLEY, ANNE S. "Girl Scouts Take Stock." *Commonweal* 26:176-8, June 11, 1937.

Some recommendations of a group of experts employed by the national headquarters of the Girl Scouts to survey the

work of local organizations over the country. Previous studies, made at intervals since the Girl Scout movement began, have resulted in improved programs and better troop leaders. Tells of the benefits of membership to girls in the different age-groups.

1859. JOHNSON, GEORGE. "The Catholic Girl Scout." *Catholic Educational Review* 35:385-91, September, 1937.

Expresses satisfaction with the number and quality of instruction of colleges for Catholic women, and points out the educational values of scouting. Describes the beginnings of Catholic participation in scout work and its values. Refers to the excellent self-survey of the whole organization recently conducted under the chairmanship of Walter Pettit, which resulted in certain recommendations for changes in techniques, but not in principles. "Scouting is founded on faith in youth — all youth. It has the qualities of youth itself — faith and courage."

1860. MACPEEK, WALTER. "Utilization of Scouting in the School Situation." *School Activities* 9:21-2, September, 1937.

How teachers may correlate a boy's interests in scouting with certain phases of school work; for example, in his leadership aspirations or writing compositions on topics required in his promotion program in the Boy Scouts. The Jones Junior High School, of Ann Arbor, has instituted a project known as the Jones School Scout Association, to function as any other school club, and aimed to foster the boys' scouting interests, to serve as a contact between scoutmasters and teachers, and to form a service group for the school.

1861. MONSON, ALBERT R., AND DOUGLASS, HARL R. "A Comparison of School Records and Ratings of Boy Scouts and

Non-Scouts." *School Review* 45:764-8, December, 1937.

Students in the public and parochial high schools of Minot, North Dakota, were made the subjects of an experiment to determine differences between 161 pairs of boys in grades 7 to 12, half of them Boy Scouts. The boys were matched on the basis of age, mental test scores, school attainment, and father's occupation. Tables show the extent of extra-curricular participation, personal traits, discipline administered by the school principal, and juvenile court records for the two groups. Conclusions revealed that the scouts had higher marks, though the differences were not completely reliable; they were absent from school fewer days; they were more active in extra-class activities and held more positions of leadership; they had fewer juvenile court records, but more discipline from the school office.

1862. NEW, ANNE L. "Girl Scout Training as an Approach." *School Activities* 9:68-9, 96, October, 1937.

Features of the scout leader's training program which furnish valuable aids to teachers responsible for extra-curricular activities in the schools. Girl Scout leaders' programs are usually given in cities, but often are available in smaller communities where there are scout directors. During the summer 25 national centers offer leaders' courses, and there is an increasing number of women taking advantage of the training in group work.

1863. PARTRIDGE, E. D. "Research Projects Being Carried on by the Boy Scouts of America." *Journal of Educational Sociology* 10:220-6, December, 1936.

The National Research Director of the Boy Scouts has written a statement concerning research activities in progress and the organization's policy of keeping abreast of the times. Discusses current

investigations concerning personal qualities of boy leaders, prevention of delinquency, and boys' interests. Invites the cooperation of the universities in further research projects, using the Boy Scouts as experimental subjects.

1864. PETTIT, WALTER. "When Outsiders Look In." *Survey* 73:251-2, August 7, 1937.

A statement from the chairman of a committee invited by the Girl Scouts to study the national program of the organization. A report has been prepared which covers a two-year survey begun in 1935. A period of experimentation is now under way, and steps toward creating a more flexible program are rapidly being developed. It is suggested that other welfare organizations might profit by similar surveys of policy and practices.

1865. RUSSELL, JAMES E. "The Schools and Youth Agencies." *School and Society* 46:609-12, November 13, 1937.

Traces educational and vocational guidance in public schools to the values of psychological research discovered during the World War. The recent period of economic depression has had the further effect of showing educators where the curricular offerings are falling short of desirable goals. The programs of such organizations as the Boy Scouts and the Girl Scouts, 4-H clubs, and the Campfire Girls contain many features which could well be incorporated into our school instruction, chiefly the citizenship training emphasis. These voluntary membership groups do not, however, attract youth much beyond the age of 16. The author considers the impact upon education in America of another Horace Mann and a Baden-Powell who would work together to formulate an ideal educational program.

1866. SOCIAL WORK YEARBOOK. "Scouting and Related Organizations." Russell Sage Foundation, *Social Work Yearbook* 1935:441-7.

A series of six brief articles: "Boy Rangers", by Emerson Brooks; "Boy Scouts", by James E. West; "Camp Fire Girls", by C. Frances Loomis; "Girl Scouts", by Josephine Schain; "Junior Achievement", by Frank W. Barber; and "Pioneer Youth", by Walter Ludwig.

1867. WYLAND, RAY O. *Scouting in the Schools*. Contributions to Education No. 631. New York: Teachers College, Columbia University, 1934. 200 p.

The basis for scouting and school co-operation is examined, previous studies of the subject are reviewed, and an inventory and analysis of relationships between the schools and organized scouting is made. One chapter reports a comparative study of the records of scouts and non-scouts in nineteen senior high schools. Lastly there is a summary of significant findings and constructive proposals for mutually helpful relationships between the schools and the Boy Scout movement. The appendices include a tentative statement of general principles which should govern the relations between the schools and other organizations and institutions interested in character education, and a list of colleges and universities offering courses in scouting. There are 38 tables and a bibliography.

G. THE AMERICAN YOUTH COMMISSION

1868. AMERICAN COUNCIL ON EDUCATION. *Activities of the American Youth Commission*. Washington, D. C.: American Council on Education, 744 Jackson Place, January, 1937. 16 p. (Gratis)

Section I. Recognition of an American Youth Problem. States six factors

which make necessary a revision of educational programs and a unification of the efforts of welfare agencies in behalf of young people.

Section II. Organization of the American Youth Commission. Includes an outline of the purposes of the Commission.

Section III. Youth Problems Identified by the Commission. These are discussed under the headings of: Employment and Vocational Adjustment of Youth, General Secondary Education, Equalization of Educational Opportunity, Recreation, Health, Character and Religious Education, Special Groups.

Section IV. Activities of the American Youth Commission. What has been accomplished during the first year of the Commission's existence, including orientation; the inauguration of studies, projects, and conferences; and the collection of information on national agencies serving youth.

1869. EDUCATIONAL RECORD. "American Youth Commission." *Educational Record* 16:482-5, October, 1935.

A statement of the purpose of the Commission and a list of its members, with biographical notes.

1870. MARSH, C. S. "A Commission Plan for Youth." National Education Association, *Proceedings* 1935:454-5.

A brief statement of the purpose of the American Youth Commission.

1871. MONTHLY LABOR REVIEW. "Youth Commission of the American Council on Education: Five Year Project." *Monthly Labor Review* 42:74-5, January, 1936.

A statement of the creation of the Youth Commission and its purpose.

1872. OCCUPATIONS. "Youth Commission." *Occupations* 14:147-8, November, 1935.

An account of the establishment of this Commission as an agency of the American Council on Education in the fall of 1935; its aims and its membership.

1873. RAINES, HOMER P. "The American Council Program for the Study of Youth Problems." *Educational Programs for Today and Tomorrow*, p. 293-7. Twenty-third Annual Schoolmen's Week Proceedings. Philadelphia: University of Pennsylvania, School of Education, June, 1936.

Following an account of the services rendered by the American Council on Education, Dr. Rainey outlines the aims of the American Youth Commission and the procedures being followed in the progress of its work in the interests of young persons between the ages of 12 and 25. The forces of local communities, municipal, state, and federal governments, industry, finance, and every agency engaged in promoting human welfare are called upon to assume their share of the burden of bettering conditions for the young.

1874. RAINES, HOMER P. "The Care and Education of American Youth." *Educational Record* 17:451-62, July, 1936.

A summary of the functions and an outline of the initial program of the American Youth Commission, a research agency set up late in 1935 by the American Council on Education and financed by the General Education Board, for the purpose of conducting a five-year study of the care and education of American youth.

1875. RAINES, HOMER P. "Meeting the Needs of American Youth." *Occupations*

14:717-22, May, 1936. Condensed in the *Education Digest* 1:22-4, June, 1936.

The plans of the Youth Commission of the American Council on Education.

1876. RAINES, HOMER P. "Meeting the Needs of American Youth." Proceedings, 13th Annual Educational Conference, University of Kentucky. Bureau of School Service, *Bulletin* 9:12-26, December, 1936.

The social problems created by the large numbers of unemployed, out-of-school young people, and the need for constructive planning for their care and education. What the American Youth Commission hopes to accomplish in this direction. Points out the acute situation of rural and village youth in particular, denied full opportunity for education, recreation, and social life by the economic conditions prevailing in most rural areas. Calls for the cooperation of every agency designed to improve human welfare.

1877. RAINES, HOMER P. "The Plans of the American Youth Commission." National Education Association, *Bulletin of the Department of Secondary-School Principals* 20:5-11, April, 1936.

Briefly, two of the tasks being undertaken at present are: a detailed, comprehensive definition of our youth problem, and an evaluation of the work being done by the hundreds of organizations in this field. In a preliminary inquiry the following issues have been set up for study: the youth population, health, social and economic security, education, recreation, juvenile crime and delinquency, rural youth, and youth among racial minorities.

1878. SCHNAPPER, M. B. "The Plight of American Youth." *School and Society* 43:467-9, April 4, 1936.

A discussion of the preliminary study made by the American Youth Commission of the American Council on Education, under the subjects of education, physical health, mental health, unemployment, delinquency, and recreation.

1879. SCHOOL REVIEW. "Youth Commission: Organization and Purpose." *School Review* 43:642-5, November, 1935.

A comprehensive statement concerning the establishment of the American Youth Commission as a five-year project of the American Council on Education. The membership of the Commission, active staff members, aims, scope, and proposed activities are set forth.

1880. SHANK, DONALD J. "Youth Commission Plans for the Care and Education of American Youth." *School and Society* 42:410-13, September 21, 1935.

An account of the newly-organized American Youth Commission. Biographical notes regarding the Commission members and the director of the project, Dr. Homer P. Rainey. In addition to a general description of the purpose of the Commission, the author enumerates eight steps in the proposed program as outlined by the director.

H. THE AMERICAN YOUTH CONGRESS

1881. AMERICAN YOUTH CONGRESS, CENTRAL BUREAU FOR YOUNG AMERICA. *Report, First American Youth Congress*. New York: the Bureau, 70 Fifth Ave., 1934. 22 p.

Explains the purpose of the Central Bureau for Young America and the dissension arising at the meeting of the American Youth Congress.

1882. AMLIE, THOMAS R. "The American Youth Bill." *American Teacher* 20: 16-17, May, 1936.

A description of the proposal submitted for hearing before the Senate Committee on Education and Labor. Speaks of the relationship between poverty, unemployment, and crime. Provisions of the Act would make possible vocational training and jobs on public works projects for young persons aged 16 to 25; would pay tuition and living expenses for needy high school and vocational school students; would give employment on college projects to needy college students. Representative Amlie is lending his support to the American Youth Act.

1883. BRODEY, JESSE W. "Youth in Washington." *Social Frontier* 3:245-7, May, 1937.

The experiences of 4,500 delegates to the February meeting of the American Youth Congress in the nation's capital. Describes the types of young persons attending and the groups they represented, including religious, fraternal, social, agricultural, sports, and communistic organizations; Negro groups; settlement houses; and various others. The courtesy of many of the police, the arrest of two young leaders, discrimination against Negroes, and the false charges of a sit-down strike all combined to make a most unfavorable impression upon these young people.

1884. DRAPER, THEODORE. "America Rejects Fascism." *New Masses* 12:11-13, August 28, 1935.

The American Youth Congress.

1885. GARRISON, JANE. "Youth Tries Democracy." *Womans Press* 31:382-3, September, 1937.

Reviews the development of the American Youth Congress and reports progress made at the national convention

held in Milwaukee in July, 1937. Describes the organization, achievements, membership, and outlook of the Congress, and solicits the support of all who see our salvation in a true democracy. Two Y. W. C. A. groups are allied with the Youth Congress: the National Industrial Council and the National Business and Professional Council.

1886. KEHR, MARGUERITE W. "American Youth Seeks a Way Out." *Journal of the American Association of University Women* 30:32-3, October, 1936.

A brief account of the third annual American Youth Congress, held in Cleveland in July, 1936. About 2,000 delegates attended, including a few from foreign nations, both white and colored, and representing student groups; labor, political, and religious groups; unemployed youth; and various youth organizations. The Declaration of Rights was revised, a constitution was adopted, a national council was elected; resolutions were drawn up and the coming year's program was outlined. The main concern was the passage of the American Youth Act. The Youth Congress is unlike movements in other countries in that it was organized and is controlled by young people themselves.

1887. LITERARY DIGEST. "Junior Marches." *Literary Digest* 123:31-2, February 20, 1937.

An account of the demonstration staged in Washington by 4,000 members of the American Youth Congress, who assembled from all parts of the country to present to President Roosevelt a petition bearing a million signatures. The petition urged the passage of the proposed American Youth Act to replace the National Youth Administration's program. This article sounds a warning to all young people to beware of adult leaders who seek to regiment the country's youth.

1888. TROIANO, ROSE. "Youth March to Washington." *Womans Press* 31:176-7, April, 1937.

Tells of the drafting of the American Youth Act in 1935, as a result of dissatisfaction with the apprentice clause of the National Youth Administration. It was presented to Congress in 1936 by the American Youth Congress but failed of passage. Describes the pilgrimage to Washington in February, 1937, the misunderstanding arising, and their subsequent settlement. The Youth Congress hopes to organize all the youth of the nation for "building a free, happy, and prosperous America."

1889. U. S. CONGRESS. Senate Committee on Education and Labor. *American Youth Act. Hearings . . . 74th Congress*, March, 1936. Washington: Government Printing Office, 1936. 279 p.

Includes statements from many youth-serving organizations, for example: the National Youth Administration, the American Youth Commission of the American Council on Education, the Southern Tenant Farmers' Union, and the American Youth Congress. The bill would, among other things, provide vocational training and employment for young people 16-25 years of age and full educational opportunities for high school, college, and postgraduate students.

I. YOUTH HEARINGS AND CONFERENCES

1890. COMMUNITY CHESTS AND COUNCILS, INC. *Youth Today*. Proceedings of Youth Today Hearing, sponsored by national character-building organizations, and 1934 Mobilization for Human Needs. New York: Community Chests and Councils, Inc., 1810 Graybar Bldg. 34 p.

Discussion on the job, spare time, friendship and marriage, standards of conduct, and citizenship by a panel of 20 young men and women. The procedure of this hearing may serve as an example for other meetings.

1891. CRANSTON, MILDRED W., AND JONES, BROWNIE L. "Youth's World." *Womans Press* 31:220-1, May, 1937.

Letters from two Y. W. C. A. officers in California, one objecting to some features of the California Youth Act before the legislature, and the other indorsing it. Explains the origin of this proposal and the support it has received from various groups.

1892. GARRISON, JANE. "Youth Answers Its Critics." *Womans Press* 31: 310, 346, July, 1937.

Several quotations from business girls' letters regarding the proposed California Youth Act, elicited by the article, "Youth's World", in the May issue. The attitudes represented are strongly in favor of the Act, and the young women urge support of all its provisions for the care of American youth.

1893. GLOVER, KATHERINE. "Youth-Adult Hearings: A Report of a Conference in Michigan." *School Life* 21:57, November, 1935.

A state conference held at Michigan State College in September, 1935. Lists six topics for discussion and some questions asked by various representatives. Final recommendations made by the young people were: youth to be represented on all boards of agencies which regulate American life (civic, religious, and educational); in case of war, a referendum to be taken of those who are to fight before war is formally declared.

1894. HEINEMAN, IRENE T. "One View of Youth's Problems." *Woman's Press* 31:177, April, 1937.

A member of the National Y. W. C. A. Board expresses her opinions regarding the American Youth Act and the California Youth Act. She believes that such methods will not solve the difficulties of our young people, and that the support of youth as a separate class at government expense is undesirable. Also, there would be widespread duplication of staff and machinery involved in this plan. Education and social welfare working hand in hand can accomplish the results desired.

1895. JOURNAL OF SOCIAL HYGIENE. "Case of Youth versus Society in a Rural Village." *Journal of Social Hygiene* 22: 226-8, May, 1936.

An account of the repetition of the "Trial of Youth versus Society", first held in the Oranges, New Jersey, conducted in Morrisville, Vermont. It was instigated by the Epworth League and shared by young and old. The indictment was prepared by a youthful grand jury and the procedure of the original trial was followed. Adults were found "guilty" on three counts: bad examples set by the elders' conduct; lack of suitable recreation; and lack of vocational guidance and training in school. They were found "not guilty" on the charge of failure to attend to the health wants of youth.

1896. LITERARY DIGEST. "Society Indicted for Neglecting Youth." *Literary Digest* 119:20, May 18, 1935.

A brief description of the well-known "Case of Youth versus Society", sponsored by the Council of Social Agencies of the Oranges and Maplewood, New Jersey, as a Youth Week project in May, 1935. Included is a statement of the plan proposed by Commissioner of Education Studebaker as an aid for two million idle young persons.

1897. LITERARY DIGEST. "Youth Meets on Its Eternal Quest." *Literary Digest* 118:19, November 10, 1934.

The Youth Today Conference, representing the Boy Scouts, Girl Scouts, Camp Fire Girls, Catholic Youth Movement, Jewish Welfare Board, Boys' Clubs of America, Y. M. C. A., Y. W. C. A., and the Federation of Settlements. The ages of the delegates ranged from 18 to 27; questions discussed were grouped under the headings of jobs, recreation, friendship, ethics, and citizenship.

1898. LITERARY DIGEST. "A Youth Movement for Political Reform." *Literary Digest* 117:22, April 21, 1934.

At a regional conference of the National Student Federation it was voted to establish student clubs in the colleges represented for the purpose of combating political corruption, social injustice, and war.

1899. MONTHLY LABOR REVIEW. "Recommendations of First World Youth Congress." *Monthly Labor Review* 44:587-8, March, 1937.

Outlines the suggestions made by the Committee on Youth and the Economic and Social Order regarding employment in general, and measures for the relief of unemployed youth in the United States. It was recognized that the proposals would result in only temporary improvement, and that far-reaching changes in the economic system will be the ultimate solution to the labor problem. Other recommendations not discussed in this short article deal with political order, peace, over-population, the colonial question, and the youth's part in international relations.

1900. NEW REPUBLIC. "From Gin to Reality." *New Republic* 89:344, January 20, 1937.

Statements of resolutions passed by the American Student Union and the National Student Federation of America at their annual conventions during the Christmas vacation, 1936. Expresses the hope that these two organizations will not weaken their causes by contending for power on American campuses. Is encouraged by youth's efforts in behalf of world peace and their interest in national and international problems.

1901. RODMAN, SELDEN. "Youth Meets in Washington." *Nation* 138:70-1, January 17, 1934.

An account of four youth conventions meeting in one week in Washington: the National Student Federation, the League for Industrial Democracy, the National Student League, and finally, the National Conference of Students in Politics. Discusses the business taken up at the sessions and tells of the violent disagreement between delegates with Communistic views and those with Fascist leanings.

1902. ROTARY INTERNATIONAL. *Youth is Heard*. Chicago: Rotary International, 1936. 20 p. mimeo.

A verbatim report of a youth hearing before an inter-city meeting at Winterset, Iowa, December 12, 1935, on the subject of unemployment. The objectives were: (1) to aid young people to see opportunities for employment which might exist in the community; (2) to give influential members of the community a personal knowledge of the situation of local youth; (3) to engender a feeling of mutual understanding among the adults and the youth of the community.

1903. SCHOOL LIFE. "Trial by Jury." *School Life* 21:204, April, 1936.

A description of the frustrations of youth today as revealed in the Trial by

Jury, held in the Oranges and Maplewood, N. J., in May, 1935.

1904. STEINBERG, RUTH. "The American Student Union." *Voice of Youth* 1: 1-2, February, 1936.

An account of the formation of the American Student Union by the merger of the National Student League and the Student League for Industrial Democracy.

1905. TAYLOR, MARGARET R. "Summer Conferences Abroad." *National Student Mirror* 3:10-11, November, 1935.

Brief reports of the fourteenth annual International Student Service conference at an estate near Zeist, Holland, in the summer of 1935; the ten-day course in journalism at Geneva, Switzerland, sponsored by the same organization; and the meeting of the International Confederation of Students (CIE) in Czechoslovakia.

1906. TOWNER, W. D. "The Case of Youth vs. Society: A Trial by Jury Conducted as a Youth Week Project of the Council of Social Agencies of the Oranges and Maplewood, N. J." *Journal of Social Hygiene* 21:330-45, October, 1935. Also available as a reprint from the American Social Hygiene Association, 50 W. 50th St., New York City. Publication No. 959. (10 cents)

A complete description of the purpose, plan, and conduct of the famous "trial of society" by the Council of Social Agencies of the Oranges and Maplewood, N. J., April 30, May 1 and 2, 1935. Youth charged society with "indifference to and ignorance of the problems of youth in respect to employment, marriage, friendship, the moral code and leisure time."

1907. WECHSLER, JAMES. "The Student Union Begins." *New Republic* 85: 279-80, January 15, 1936.

Tells of the December, 1935, conventions of the Student League for Industrial Democracy, the National Student League, and other groups, which led to the formation of the American Student Union. Some issues discussed by the 500 delegates from these organizations and other college groups were: the need for an organized defense of academic freedom; opposition to war preparations (including the R. O. T. C.), to fascism, and to racial discrimination; and the need for extended federal relief to impecunious students and of increased educational opportunity for all young people.

J. DIRECTORIES OF YOUTH-SERVING ORGANIZATIONS

1908. ATWATER, ELTON. *Organized Efforts in the United States Toward Peace*. Washington: American University Graduate School, 1936. 47 p. litho-printed.

Lists and describes 42 national non-governmental organizations interested in the promotion of peace, classifying them into four major groups according to their respective attitudes and approaches to the subject. Brief history, membership, purpose, policies, activities, and finances of each are summarized wherever possible.

1909. CHAMBERS, M. M. *Youth-Serving Organizations: National Non-Governmental Associations*. Washington: American Council on Education, 1937. 327 p. (\$1.50)

A preliminary survey and descriptive directory of 330 national non-governmental associations whose activities are concerned wholly or in substantial part with American youth. Facts and figures regarding membership, purposes, programs, publications, and finances of each organization. A summary preview discusses the role of private associations in

American life and analyzes some of the problems currently confronting them. The book contains 26 tables and 14 charts for ready reference, as well as a bibliography and a comprehensive index. It was prepared for the American Youth Commission of the American Council on Education.

1910. COMMUNITY CHESTS AND COUNCILS, INC. *Facing the Future with the Character-Building Agencies*. New York: 155 East 44th Street, 1936. 31 p. (25 cents)

Pages 24-28 contain brief summaries of the purposes and programs of nine leading national social agencies working with youth. Page 29 contains briefer mention of six additional "allied programs", including leading national governmental, educational, and recreational organizations and the research agencies maintained by them.

1911. HALL, FRED S., editor. *Social Work Year Book, 1935*. New York: Russell Sage Foundation, 1935. 698 p. (\$4.00)

Part One consists of classified topical articles on the current social work in 12 fields. Part Two is an annotated directory of 990 social agencies, national and state, governmental and non-governmental.

1912. KELLY, ROBERT L., AND ANDERSON, RUTH E., editors. *Christian Education Handbook for 1934*. New York: Council of Church Boards of Education in the United States of America (now at 744 Jackson Place, N. W., Washington, D. C.), 1934. 558 p.

Pages 223-276 of this publication are devoted to data regarding the Protestant denominational boards of education which constitute the membership of the Council of Church Boards of Education. For each such board there is a statement of

its functions, its publications, and a descriptive list of the educational institutions under its sponsorship. Also included is the Department of Education of the National Catholic Welfare Conference. Pages 277-282 list and describe ten denominational student foundations and student clubs, including Protestant, Catholic, and Jewish organizations.

1913. KURTZ, RUSSELL H., editor. *Social Work Yearbook, 1937*. New York: Russell Sage Foundation, 1937. 709 p. (\$4.00)

The major portion consists of topical articles relating to many phases of social work, classified in 11 divisions. Among these are child and family services, health and mental hygiene, delinquency and crime, leisure-time and group activities, and federal programs of relief and social security. This is followed by a directory of 1,020 national and state agencies in social work and related fields, both public and private.

1914. LINDEMAN, EDUARD C. *Wealth and Culture*. New York: Harcourt, Brace, 1936. 135 p. (\$3.00)

A critical study of the policies and methods of 100 foundations and community trusts, in which 80 national foundations are listed. Includes a socio-economic study of 402 individual trustees of the several foundations, and an analysis of foundation disbursements during the decade 1921-30.

1915. LINDSAY, MARY R., AND RAUCHMAN, ALEXANDER. *Directory of Youth Organizations*. National Youth Administration of New York City. New York: 264 W. 14th Street, 1937. 113 p. mimeo. (10 cents)

Data from about 110 organizations, largely of the type having a majority of their membership between the ages of 18 and 25. Arranged to exhibit the follow-

ing items: officers, membership, purpose, history, program, activities, affiliations, and publications. Most of the groups included are national in scope, but some are local to New York City.

1916. MOODY, MILDRED O., AND WESTBROOK, ELVA M. *A Survey of Agencies Working with and for Children*. Research Service Bulletin No. 7. Chicago: International Council of Religious Education, 1929. 87 p. (50 cents)

Separate brief descriptions of the purpose, scope of work, and some of the publications of 120 organizations of national scope in the United States and Canada, concerned with any and all phases of child welfare. Includes a brief preliminary analysis and an extensive topical index.

1917. NATIONAL COUNCIL FOR PREVENTION OF WAR. *Organizations in the United States that Promote International Understanding and World Peace*. Washington: 532 Seventeenth St., N. W., 1937. 33 p. mimeo. (15 cents)

A directory listing a large number of organizations of four types: (1) national peace organizations, (2) organizations having peace committees, (3) organizations whose activities increase international understanding or which support peace organizations through affiliation, and (4) state and local peace organizations. Arranged by Mary Ida Winder.

1918. NATIONAL COUNCIL OF CATHOLIC WOMEN. *Catholic Youth Directory*. Washington: 1312 Massachusetts Ave., N. W., 1936. 27 p.

Lists ten national Catholic youth organizations, with considerable data concerning their purposes, membership, local and regional administration, territorial extent, and publications.

1919. PENDRY, ELIZABETH R., AND HARTSHORNE, HUGH. *Organizations for Youth*. New York: McGraw-Hill, 1935. 357 p. (\$2.75)

The history, scope, organization, and methods of 40 leisure-time agencies created for the purpose of character building, classified as: independent societies, junior programs of adult groups, plans for schools, special interest plans, and inter-religious groups. Also lists an additional number of Catholic, Jewish, and Protestant youth organizations.

1920. TWENTIETH CENTURY FUND, INC. *American Foundations and Their*

Fields, 1934. New York: Twentieth Century Fund, Inc., 330 West 42nd St., 1935. 60 p.

An analysis of the recent disbursements of American philanthropic foundations, with special attention to the twenty largest foundations, the twenty largest total grants, and the flow of the funds into the several major fields of educational and social service, including delinquency studies, guidance clinics, recreation, and youth organizations. Contains a check list of American foundations, and a supplementary list showing the donors, officers, trustees, and direct activities of each foundation.

CHAPTER XV

SOCIAL ORGANIZATION, RESEARCH, AND SURVEYS

- A. National Social Planning, Nos. 1921-1945
See also 363, 2072, 2165
 - B. Community Organization, 1946-1968
See also 1578-1590
 - C. Community Surveys and Survey Techniques, 1969-1982
 - D. Villages and Rural Communities, 1983-1989
 - E. Community Services for Youth, 1990-2013
See also 1803-1825
 - F. Surveys of Youth, 2014-2070
 1. State and City Surveys, 2014-2036
 2. Surveys of School and College Graduates, 2037-2070
- See also 2170-2207, 2284-2286, 2439

IN community or in nation, cooperation for the common good is the *sine qua non* of permanent advancement. A task of supreme importance is to achieve and maintain a social organization in which each individual of good will shall have his voice in determining policies, and his hand in executing such plans as are adopted by common consent. On both the national and community levels, we are constantly faced with complex problems regarding the conservation and utilization of material and human resources. Here the care and education of youth take foremost rank.

The prime prerequisite to intelligent policy-making is the finding of the facts. Thus it is that social research comes to be highly esteemed. The community survey affords a means of garnering fresh information and a stimulus to cooperative improvement of local conditions. Likewise an accurate understanding of the problems of youth must depend in part upon actual surveys of their status, needs, and aspirations. Many such surveys have been made in recent years. Some are noted in the present chapter, and others in the chapter which follows, dealing with rural youth. The most complete list of recent youth surveys now extant is D. L. Harley's *Surveys of Youth: Finding the Facts* (listed herein as No. 2439), a publication of the American Youth Commission of the American Council on Education, which describes and classifies nearly two hundred such efforts which have been carried on in various parts of the United States. The American Youth Commission has itself completed three comprehensive youth surveys, resulting in four reports listed below in the present chapter as Nos. 2014, 2017, 2033, and 2034.

A. NATIONAL SOCIAL PLANNING

1921. CASE, CLARENCE M. "An Old-Age Pension for Young People." *Sociology and Social Research* 22:14-20, September, 1937.

Outlines five reasons why young persons should actively support the movement for old-age pensions. The number of dependents would be decreased; many job opportunities would result; youth's wages could be used for immediate needs; the specter of insecurity and dependency

would be banished; and the possibility of "collective abandonment of the aged" would be removed. Makes a plea for the early enactment of an adequate pension law by Congress.

1922. CHASE, STUART. *The Economy of Abundance*. New York: Macmillan, 1934. 317 p.

An analysis of the effects of abundance on American institutions and what might be accomplished if existing resources were fully utilized. Includes a selective bibliography. "The Economy of Abundance is self defined. It means an economic condition where an abundance of material goods can be produced for the entire population of a given community, a condition never obtaining anywhere until within the last few years."

1923. CHASE, STUART. *Men and Machines*. New York: Macmillan, 1929. 354 p.

Chapters cover: Slaves and Philosophers; The Anatomy of Machinery; Machines of the Ancients; From James Watt to the Mechanical Man; The Wall of Steel; Under the Lifting Smoke; Robots; Playgrounds; One Dead Level; Leaning Towers; The Two-Hour War; The Balance Sheet; A Billion Wild Horses. Includes a selected bibliography. "I see before us three alternatives. We can drift with the tide as at present. We can officially adopt some simple formula like 'government by business', or 'state socialism', and thus attempt to run a dreadnaught with a donkey engine. Or we can face the full implications of the machine, relying on no formulas because none adequate have been created, with nothing to guide us but our naked intelligence and a will to conquer."

1924. EDDY, PAUL D. "'America's Disinherited'." *International Journal of Religious Education* 13:6, March, 1937.

Holds that "the combined resources of government, education, religion, and social welfare can establish gradual changes in the individual and social life of the particular groups. People can be resettled on more productive land, slums can be cleared, education can provide new vocational skills, health and sanitary conditions can be improved, morale and morals can be strengthened, faith and courage can be restored, economic levels can be lifted." The article is chiefly concerned with the welfare of young people.

1925. GOODRICH, CARTER. "What Would Horace Greeley Say Now?" *Survey Graphic* 25:359-61, June, 1936.

A report of the findings of the recent Study of Population Redistribution. "Migration is no solution for the problems of a general depression, and it is no panacea at any time. But the extraordinary contrasts between regions in income and opportunity appear to demonstrate the existence of 'population pockets' where inertia and lack of information combined with excessive birthrates keep the number of people far above that which the region can decently support."

1926. GOODRICH, CARTER, AND OTHERS. *Migration and Economic Opportunity*. Philadelphia: University of Pennsylvania Press, 1936. 763 p.

A consideration of what movement of population within the United States may be necessary and desirable, and what part, if any, the government should take in encouraging or guiding them. Examines the regional contrasts in economic levels, with attention to the Souther Appalachians, the old Cotton Belt, the cut-over regions around the Great Lakes and the Great Plains. Notes the changing distribution of resources and the changing pattern of industrial location. Discusses the shifting demand for man-power.

in the principal industries, and turns to the record of unguided migration. Some observations on similar experience in Russia, Germany, and Great Britain are followed by a critique of American measures for the control of migration, and the final chapter discusses an internal migration policy for the United States.

1927. LINDEMAN, EDUARD C. "A Framework for Social Planning." *Survey* 72:42-4, February, 1936.

Interim report of the New Jersey Social Planning Committee. Working model for social workers on the subject of relief and social security with recommendations for immediate and future action.

1928. MARTIN, PRESTONIA M. *Prohibiting Poverty*. New York: Farrar and Rinehart, 1932. 115 p.

A plan to enlist all youth aged 18 to 26 in an army of workers to produce all basic necessities for everyone in the country; to eliminate poverty and unemployment; and render capitalism less powerful. Basic necessities would be distributed without cost, and the luxury industries would operate under the profit system as at present.

1929. MARTIN, PRESTONIA M. "Prohibiting Poverty: National Livelihood Plan to Mobilize the Nation's Youth into a Workers' Army." *Independent Woman* 13:5, January, 1934.

Gleanings from the author's book, *Prohibiting Poverty*, which submits a scheme to utilize youth's capacities to produce materials necessary for life for our entire population during an eight-year period following their high school education. After the age of 26, they would be free to work or not, as they chose, but always furnished basic needs or daily living from the efforts of the young workers.

1930. MARTIN, PRESTONIA M. "Will Youth Rid World of Poverty; National Livelihood Plan Proposes that Basic Necessaries Shall be Furnished by Nation's Young Between Ages of 18 and 26 as Continuation of Their Education." *Christian Science Monitor Magazine*. p. 6, May 9, 1934.

Discusses the plan outlined in the author's book, *Prohibiting Poverty*, which recommends that all young people be placed in a national industrial army for eight years when they leave high school at eighteen. "The National Livelihood Plan . . . would provide that a national livelihood in basic necessities should be furnished to the whole nation by the efforts of the nation's young people between the ages of 18 and 26, as a continuation of their public school education. Upon the completion of their service they would pass into free competitive society, where, however, they would be provided during all of their lives with an adequate living furnished by the labors of the fresh relays of young recruits always coming up from the schools and taking their places in the ranks."

1931. MORGAN, ARTHUR E. "Education for a New Society." *Occupations* 13:11-17, October, 1933. Same, *Journal of the National Education Association* 23:197-200, November, 1934.

Recommended as one of the best articles on social planning written in recent years. Urges a well-formulated program of vocational guidance in the school as a necessary factor in personality development and adjustment to society; it must consider our system of production and consumption. Sounds a warning against our system of unequal distribution of the products of industry.

1932. NEW REPUBLIC. "The Way In and the Way Out: Question of Planned Population Utilization." *New Republic* 85:5-6, November 13, 1935.

An editorial stressing the need of national planning so as to determine the age at which young people should start to work and the age at which old people should give up their jobs. Presents highlights from a report on a similar subject made in Great Britain by the P. E. P. (Political and Economic Planning) group. "P. E. P., therefore, calls for a comprehensive 'fourteen-to-eighteen' policy aimed at extending the educational influence over these years, ensuring effective health supervision and introducing an organized system of industrial recruiting, training and supervision. Full-time education should be restricted to those likely to benefit from it, but all should be compelled to remain in school until the age of fifteen. Between the ages of fifteen and eighteen all boys and girls should be permitted to engage in half-time work, provided they attend a continuation school for half time."

1933. OGBURN, WILLIAM F., editor. "Social Changes During Depression and Recovery." *American Journal of Sociology* 40:711-828, May, 1935. Also available as a reprint, Chicago: University of Chicago Press, 1935.

Attention is directed to the effect of our economic life on social conditions; population movements, rural life, city conditions, Negro conditions, child welfare, emergency relief, economic and political radicalism, family life, the church, community organizations, factors in illness, status of education. Contains 41 graphs illustrating social trends and their fluctuations.

1934. OGBURN, WILLIAM F. *You and Machines*. American Primer Series. Chi-

cago: University of Chicago Press, 1934. 55 p.

The story of the changes effected by machines in modern life simply discussed under the following headings: Men Without Machines — Babes in the Woods; Is the Machine an Enemy or a Friend; The Machine Takes Our Jobs Away; What Becomes of Workers Replaced by Machines; Machines Create Jobs, Too; Machines Do Other Things Than Taking and Making Work; A Poor Man Can't Own a Big Machine; The Machine Is As Dangerous As a Wild Animal; It Would Take Twelve Billion Slaves to Do the Work Our Machines Can Do; The Machine Has Given the Common Laborer More Comforts Than Queen Marie Had at Versailles; Cities Are the Creatures of Machines; Farm Life is Being Changed by Power; There Is Not So Much Family Life Now Because of the Machine; How One Machine — The Radio — Makes Us Different; The Inventors of the Automobile Exerted Much More Influence on History Than Napoleon; The Story of the Mechanical Stoker; What About the Machines of the Future; We Cannot Keep Up With Machines. Includes suggestions for further reading.

1935. PICKETT, CLARENCE E. "The Education of an American Community." *Progressive Education* 11:234-8, April-May, 1934.

Abstract of an address on the development of a socially self-sufficient society by enriching community culture. He states as requirements for this society: health, intelligent use of ability, a way out of the community to the world, and human understanding.

1936. PRESIDENT'S COMMITTEE ON ECONOMIC SECURITY. *Report to the President of the Committee on Economic S*

curity. Washington: Government Printing Office, 1935. 53 p.

Recommendations for a program which will serve as a "safeguard against misfortunes which cannot be wholly eliminated in this man-made world of ours", to quote President Roosevelt. Embraces employment assurance, unemployment compensation, old-age security, security for children, risks arising out of ill health, residual relief, accident compensation, educational, rehabilitation, and employment services.

1937. PRESIDENT'S COMMITTEE ON ECONOMIC SECURITY. *Supplement to the Report to the President of the Committee on Economic Security*. Washington: Government Printing Office, 1935. 18 p.

Consists of tables dealing with unemployment relief, unemployment and unemployment compensation laws, age distribution of population, old-age pension laws, security for children, and miscellaneous economic statistics.

1938. PRESIDENT'S COMMITTEE ON ECONOMIC SECURITY. *Toward Economic Security: A Review of President Roosevelt's Economic Security Program*. Washington: Government Printing Office, 1935. 17 p.

A pamphlet based on a radio symposium broadcast March 16, 1936. There are five chapters on various features of this program.

1939. PRESIDENT'S RESEARCH COMMITTEE ON SOCIAL TRENDS. *Recent Social Trends in the United States*. New York: McGraw-Hill, 1934. 1568 p.

A review of social trends in the United States based on national surveys made by a group of outstanding authorities. Volume I contains chapters on: The Population of the Nation; Utilization of Natural Wealth; The Influence of Invention

and Discovery; The Agencies of Communication; Trends in Economic Organization; Shifting Occupational Patterns; Education; Changing Social Attitudes and Interests; The Rise of Metropolitan Communities; Rural Life; The Status of Racial and Ethnic Groups; The Vitality of the American People; The Family and Its Functions; The Activities of Women Outside the Home. Volume II covers: Childhood and Youth; Labor Groups in the Social Structure; The People As Consumers; Recreation and Leisure Time Activities; The Arts in Social Life; Changes in Religious Organizations; Health and Medical Practice; Crime and Punishment; Privately Supported Social Work; Public Welfare Activities; The Growth of Governmental Functions; Taxation and Public Finance; Public Administration; Law and Legal Institutions; Government and Society.

1940. SOCIAL SCIENCE RESEARCH COUNCIL. *Studies in the Social Aspects of the Depression*. New York: Social Science Research Council, 230 Park Ave., 1937. (\$1.00 each)

Thirteen monographs comprise the series, each under the title of *Research Memorandum*. Subjects follow: *Crime in the Depression*, by Thorsten Sellin; *Education in the Depression*, by the Educational Policies Commission; *The Family in the Depression*, by Samuel A. Stouffer and Paul F. Lazarsfeld; *Internal Migration in the Depression*, by Warren S. Thompson; *Minority Peoples in the Depression*, by Donald Young; *Recreation in the Depression*, by Jesse F. Steiner; *Religion in the Depression*, by Samuel C. Kincheloe; *Rural Life in the Depression*, by Dwight Sanderson; *Social Aspects of Consumption in the Depression*, by Roland S. Vaile; *Social Aspects of Health in the Depression*, by Selwyn D. Collins and Clark Tibbits; *Social Aspects of Reading in the Depression*, by Douglas Waples; *Social*

Aspects of Relief Policies in the Depression, by R. Clyde White and Mary K. White; *Social Work in the Depression*, by F. Stuart Chapin and Stuart A. Queen.

1941. SOULE, GEORGE H. *A Planned Society*. New York: Macmillan, 1932. 295 p.

Topics are discussed under the following headings: An Old New Era (1920-1930); An Unmanaged Civilization; The Dilemma of Liberalism; Theories of Social Revolution; The Organizing Man; A Nation Walking Backwards; We Planned in War; Russia Plans in Peace; One Way to Begin; The Future of Planning. Includes a brief bibliography. "Every step in the direction of planning for social ends must be a step away from capitalism, no matter how that word is defined. The more advanced stages of a planned society must be something closely akin to the broad ambitions of socialism. Many industrialists who have talked vaguely about national planning do not understand how large a break any effective plan must make with the traditional conception of profits. It is of the essence of an effective plan to put public interest above private and, in doing so, to dispel uncertainty about the future as much as possible. This means the speculative profits must disappear."

1942. SUBLINTE, DONALD J. "The Personnel Approach to Social Planning." *Occupations* 13:324-8, January, 1935.

The need for communities to begin occupational surveys, including training in public schools, professional schools, trade schools, vocational guidance, and usual personnel procedures of testing, compensation, and welfare of employees. In the future we may aspire to a national bureau with a social, economic, employment, and educational history of every person in this country from birth to death. A description of the Maryland In-

dustrial and Commercial Classification Survey is given as a good example for other communities.

1943. U. S. NATIONAL RESOURCES COMMITTEE. *Technological Trends and National Policy*. Report of the Subcommittee on Technology. Washington: Government Printing Office, 1937. 388 p. (\$1.00)

The social aspects of technology are treated, with attention to the prediction of inventions, the social effects of inventions, and the problem of unemployment and increasing productivity. Recommends the creation of a permanent National Resources Board as an over-all planning body to coordinate the work of the numerous state and local planning boards. The bulk of the report considers the social implications of advancing technology in various industrial fields, including agriculture, the mineral industries, transportation, communication, power, the chemical industries, the electrical goods industries, metallurgy, and construction.

1944. WITTE, EDWIN E. "Features of the Economic Security Program: A Review of the Federal Economic Security Bill." *Annals of the American Academy of Political and Social Science* 178:88-94, March, 1935. Also available as a reprint.

Describes the aims of the proposed measures, the method for financing such a program, its control, and the question of a state versus a federal system of unemployment compensation.

1945. YOUNG, OWEN D. "The Science of Better Living." *Vital Speeches* 3:657-9, August 15, 1937.

"The science of better living, projected against the background of American policy and technology, may well be translated to mean the discovery of way

to increase our goods and services over what we now have or have ever had, and to secure better distribution of them." Our generation needs better manners; we need faith, inspiration, appreciation of existing good, and material benefits for more of the people, particularly in the housing field.

B. COMMUNITY ORGANIZATION

1946. ABBOTT, GRACE. "The County Versus the Community as an Administrative Unit." *Social Service Review* 4:11-16, March, 1930.

A paper read at a joint meeting of the National Community Center Association and of the American Sociological Society. A discussion of the relationship of the state to the county and of the community to the county in administering public social services. "To summarize, experience warrants the conclusion that the states should be completely responsible for certain social services, and particularly for institutional treatment, provided that this is not allowed to interfere with the development of a local preventive program or discourage the choice of the best possible treatment of the individual child. For the proper functioning of a preventive program which requires early and direct contact with the individual, an efficient county organization is essential. The state departments of health or social welfare should assist in developing the necessary county services and should co-operate with the local units by loaning personnel and contributing to the cost of the local services. The county unit can more effectively carry out its programs if it conserves and utilizes the community."

1947. CHASE, ERNEST L. "The Elizabeth Plan for a Community-wide Attack

on Social Ills." *Journal of Educational Sociology* 11:77-96, October, 1937.

Explains how the Central Planning Board functions in the areas of child welfare, recreation, education, health, prevention of delinquency, family welfare, and housing. Membership of the board was drawn from welfare organizations and interests. The programs of every social agency in the city are being directed toward a general community program, and only three or four agencies have withheld their records. Maps of the most-favored and least-favored districts of the city helped to localize the interest of the citizens. Community Coordinating Round Tables were set up in each of 12 districts, to receive recommendations from the Central Planning Board and to serve as centers in the districts. The plan is still in the experimental stage, but very worthwhile results have been obtained so far.

1948. COX, P. W. L. "Community Living as Education." *Journal of the National Education Association* 25:141-2, May, 1936.

A recital of the unwholesome influences exerted by many aspects of our community life. A fervent hope that our schools may continue their progressive course of recent years. There is discussion of community life in Italy, the Soviet Union, and in Scandinavia.

1949. COYLE, GRACE. *Social Process in Organized Groups*. New York: R. R. Smith, 1930. 245 p.

The process of group formation, the evolution of group structure, and the functions of leadership. Collective deliberation and decision. Functions performed by organizations in preserving and advancing a humane civilization. The part played in social changes by some groups.

1950. EDMONSON, J. B. "Plans for an Improved Social Life." National Education Association, Department of Superintendence. *Social Change and Education. Thirteenth Year Book* 1935:64-78.

Emphasizes cooperation between youth and adults in communities for the purpose of creating wholesome programs of community action.

1951. HART, JOSEPH K. *Community Organization*. New York: Macmillan, 1920. 230 p. (\$2.00)

A pioneer discussion of means and methods of developing community deliberation and translating it into action. Holds that the fate of democracy depends upon community cooperation. Points out the desirability of local community councils to focus the best aspirations of the people and use the fruits of the labor of social scientists.

1952. HUFFMAN, W. EVIN. "A School and Community Program that Promotes the Spirit of Democracy." *Journal of Educational Sociology* 10:35-42, September, 1936. Excerpts, *Education Digest* 2:6-8, November, 1936.

Written by the school superintendent of Alexandria, Ohio, who is also the village mayor. A centennial celebration furnished the impetus for the formation of a permanent council for community betterment, which has sponsored a program of adult education, festivals and play days, and beautification of the town.

1953. LEVISON, SAMUEL M. "The South Jamaica Community League." *Journal of Educational Sociology* 9:359-64, February, 1936.

The attempts of this community to conduct a five-point program through the public school facilities and citizens' committees: adult education, play and recreation, housing, beautifying the section, and

health clinics. Mentions difficulties met in providing parks and playgrounds.

1954. LINDEMAN, EDUARD C. *Community: An Introduction to the Study of Community Leadership and Organization*. New York: Association Press, 1921. 221 p. (\$1.63)

Carefully formulated theories and principles: the direct, indirect, and compound methods of community organization, with illustrations of each; ten principles which have grown out of experience; analysis and description of community needs and agencies.

1955. MARDEN, CARL A. "Pottsville's Planners Point the Way." *Social Science* 12:336-45, July, 1937.

An account of a social experiment in rehabilitation in the "Bloody Fifth Ward" of Pottsville, Pennsylvania. The Negro population was surveyed under the direction of an able Negro director; a committee was organized to improve interracial relations; classes were formed in social sciences, home economics, parent education, leadership training, the arts, and labor problems. Finally a community center was opened, and the public schools cooperated in the venture by maintaining vacation schools. The results of this program have been extremely gratifying, especially in regard to delinquency and crime. Vocational rehabilitation of the residents of this section remains the most pressing need.

1956. MIMS, MARY, AND MORITZ, GEORGIA W. *The Awakening Community*. New York: Macmillan, 1932. 273 p. (\$2.00)

A vivid record of the changes wrought in 300 Louisiana communities under the leadership of Miss Mims; how through cooperation more security and happiness were realized than individual

effort could ever have accomplished. There are stories of community schools modeled after Danish folk schools, clubs, fairs, civic, health, social, and economic accomplishments which should serve as sources of inspiration to public-minded citizens. A section of the book is devoted to programs for community nights.

1957. NORTH, CECIL CLARE. *The Community and Social Welfare: A Study in Community Organization*. New York: McGraw-Hill, 1931. 359 p. (\$3.50)

Presents the philosophy and trends of the community organization of social work. Chapters on: The City as a Community; Public and Private Agencies — Their Functions and Interrelations; The School As a Social Welfare Agency; The Sectarian Organization of Social Work; A Program for Needy Families and Adult Dependents; A Program for Needy Children; A Program for Health; A Program for Leisure-Time Activities; A Program for Social Work with Negroes; The Community Fund Movement; The Community and Its Program. During the course of the study interviews were held with executives and staff members of social and health agencies in about twenty of the larger American cities.

1958. OTNESS, HERMAN R. "The School and the Hastings Community Service Council." *Journal of Educational Sociology* 9:347-53, February, 1936.

What the Hastings-on-the-Hudson citizens accomplished through a council working for child and family welfare, housing, relief, recreation, health, and education. The enterprise began with a survey and made use of a social base map.

1959. PETTIT, WALTER W. *Case Studies in Community Organization*. New York: Appleton-Century, 1928. 345 p. (\$2.25)

Narrative reports of several years of evolution toward more effective social organization in five selected types of communities: a slowly growing suburban area, a rapidly developing suburb, a rural county in the Middle West, a Long Island village, and a residential section of a large city. Each account is written from the viewpoint of the social worker attempting to stimulate more effective community organization.

1960. PEYSER, NATHAN. "The School As the Center of the Community." *Journal of Educational Sociology* 9:354-8, February, 1936.

How a public school in the Bronx served a neighborhood — the organization of clubs for such purposes as parent education, relief, pre-school health, social welfare, and recreation. Reasons why the school is the best agency available for preventing delinquency and teaching citizenship.

1961. PRAY, K. L. M. "A Plan for the Treatment of Unemployment." *Survey* 69:135-44, March, 1933.

A Philadelphia enterprise working through five divisions of a committee: relief, public works, unemployment reserves, exchanges, and unemployment statistics. The plan outlined is a long-view treatment. For immediate action a seven-point program is suggested, which covers some of the above fields and adds library and recreation facilities.

1962. RELLER, THEODORE LEE. *Community Planning for Youth*. Philadelphia: Public Education and Child Labor Association of Pennsylvania, 1938. 109 p.

A statement of the general lack of coordination among community services for youth, and a discussion of the placing of responsibility for the welfare of out-of-school youth. Regards the public

school as the agency best fitted to assume coordinative leadership. Projects the structure and functioning of community councils, and advocates local surveys of the occupational, educational, and recreational status of young persons. A final chapter presents practical questions of use in evaluating the youth program in a community.

1963. SMITH, BERTHA, AND YOURMAN, JULIUS, editors. *The Yonkers Plan of Community Coordination*. Entire issue of *Journal of Educational Sociology* 11: 257-320, January, 1938.

A description of an extensive local effort toward coordination of school and community. After a presentation of the general plan, three types of coordinating agencies are exhibited, with brief treatments of many specific examples by many authors, usually the principals of the local schools concerned. The types are: neighborhood councils, junior councils in the schools, and the Yonkers Coordinating Council. Varied studies and achievements for the welfare of youth and the community are briefly outlined in a final section entitled "The Coordination of Education and the Community."

1964. STEINER, JESSE F. *Community Organization*. New York: Century, 1930. 453 p.

Techniques and results of community surveys; community organization for leisure, public health, public welfare, and other purposes. Relationships between national and local social service agencies and organizations. Coordination and integration of local efforts. Rural community problems. Trends in community life. Bibliography of approximately 400 titles.

1965. STUDEBAKER, JOHN W. "Calling All Schools." *School Executive* 55:175, January, 1936.

Examples of community enterprise in this country along lines of preventing delinquency, making youth surveys, providing apprenticeship training and vocational guidance, and facilities for recreation. Calls attention to the duty of schools to promote similar activities for the benefit of all young people.

1966. WALDRON, WEBB. "A City That Found Itself." *Reader's Digest* 31:108-12, July, 1937.

How Flint, Michigan, has developed a scheme of community cooperation which should stimulate other towns. Begun largely through one man's initiative, the schools and the community now have in operation a program of education and recreation serving both young and old. The school buildings are being used in the evenings for various activities from shopwork to choral groups, for all ages of persons. The secret of the success of the enterprise lies in the wise choice of leadership, according to Mr. Waldron.

1967. WANN, HARRY A. "Social Planning in a Community." *Journal of Educational Sociology* 9:494-508, April, 1936.

Deplores the open competition among most social agencies for the time of boys and girls and of volunteer leaders, and for financial support from the public. "The dominant characteristic of the American community is disorganization." As an example of coordination, here is the story of the Madison, New Jersey, Social Planning Council, begun eight years ago as an outgrowth of a youth survey made by the Rotary Club. How the council was organized, what agencies cooperated; the social planning seminar at Drew University. Various committees were made responsible for a community calendar, public health, recreation, religious education, films, a sociological base map, case

studies of problem children, out-of-school and idle youth, and vocational and educational guidance.

1968. YOURMAN, JULIUS. "Community Coordination — the Next 'Movement' in Education." *Journal of Educational Sociology* 9:327-30, February, 1936.

Discusses coordinated community action and what is expected of the schools in educating children for social living and in training teachers for this new emphasis.

C. COMMUNITY SURVEYS AND SURVEY TECHNIQUES

1969. BRUNNER, EDMUND DES. *Surveying Your Community*. New York: George H. Doran, 1925. 109 p. (\$1.25)

A guide to conducting a social survey of a community, including suggestions for committee organization, questionnaires, and analysis of results. Includes a bibliography.

1970. DEARDORFF, NEVA R. "Social Study by Councils of Social Agencies and Community Chests." *Social Service Review* 11:167-94, June, 1937.

Types of inquiries useful are: inventories of social welfare resources, analyses of social problems, studies of method, trends, and social causation. Describes briefly the research and statistical services of councils and chests in 14 cities. Discusses some of the problems to be met by social agencies in conducting surveys.

1971. FRY, C. LUTHER. *The Technique of Social Investigation*. New York: Harper, 1934. 316 p.

Advice on how to make a reliable social study with information on the basic techniques involved. Chapters on: Planning a Study; Consulting Available

Sources; Direct Observation; The Interview; Questionnaires and Enumerations; Experimentation and Tests; Combining Methods of Study; Carrying Forward the Study; Qualitative Analysis; Writing the Report; Disseminating the Findings; Possibilities and Limitations of Social Research. Includes a comprehensive bibliography.

1972. GOOCH, WILBUR I. "Rhode Island's Census of Occupations." *Occupations* 15:111-22, November, 1936.

A successful scheme for collecting and interpreting occupational information for guidance purposes developed in Rhode Island. How the state department of education cooperated in the survey; the invaluable assistance given by city and town school superintendents, who acted as agents of the state department of labor in combining the annual school census with the first annual occupational census. This article reproduces the census card used and explains the items in detail and their uses. Discusses the application of this project elsewhere.

1973. HADER, JOHN J., AND LINDEMANN, EDUARD C. *Dynamic Social Research*. New York: Harcourt, Brace, 1933. 231 p.

An investigation of methods of social research particularly concerned with the newer aspects of industrial management. Part I, Confronting the Social Problem, contains chapters on the rise and significance of employee representation in industrial management; the joint committee as instrument of industrial management, and as object of psycho-social research. Part II deals with developing a social philosophy, Part III discusses social methodology, and Part IV is concerned with experimenting with social techniques and devices. "Dynamic social research should, therefore, include that variety

of fact-finding which is designed to implement social change; which illuminates that area of social relationships which is involved in the operation of functional groups; and which allows for the interpretation of its facts in terms of human purposes, desires and values."

1974. HARRISON, SHELBY M. *Community Action Through Surveys*. New York: Russell Sage Foundation, 1916. 29 p. (10 cents)

"To sum up the survey in a few sentences at this point, it is an implement for more intelligent democracy, its chief features or characteristics being: the careful investigation, analysis, and interpretation of the facts of social problems; the recommendation and outlining of action based on the facts, and the acquainting and educating of the community not only to conditions found but to the corrective and preventive measures to be adopted. The survey lays, moreover, emphasis upon the importance of studying problems in their various community-wide relations and urges co-operative action on a community-wide basis."

1975. LYND, HELEN M. "Community Studies — Their Uses and Misuses." *Journal of the American Association of University Women* 31:3-9, October, 1937.

Advice from a specialist to persons interested in surveying conditions and resources of their communities. Dangers to be avoided include too limited an outlook, too short a span of time, and too low an aim. It is also recommended that workers avoid simply collecting facts and nothing more. The author urges us to separate symbols from reality and to face the unpleasant realities always uncovered by research. We are challenged to re-examine American democracy, Christian charity, the unified community, and the "ladder of opportunity."

1976. LYND, ROBERT S., AND LYND, HELEN M. *Middletown: A Study in Contemporary American Culture*. New York: Harcourt, Brace, 1929. 550 p. (\$5.00)

A representative city of 30,000 studied in every aspect of life today: earning a living, making a home, training the young, using leisure to advantage, engaging in religious practices, and in other community activities. The authors have recorded with clarity and detail the American scene.

1977. LYND, ROBERT S., AND LYND, HELEN M. *Middletown in Transition*. New York: Harcourt, Brace, 1937. 622 p. (\$5.00)

The authors of *Middletown* have brought up to date their interpretation of contemporary American life in a typical urban community, showing what adjustments have been made since 1925 in a world confused by changing economic and social philosophies. It was felt that the citizens had profited little by the financial debacle of 1929, and had made no efforts to raise a new set of values. Slight social advances are evident, but the business group is still following the American ideal of achieving prosperity at any cost, while the laboring classes grope toward the dim goal of economic justice. There is in this sequel to *Middletown* a new emphasis on the increasing scope of the powers of the federal government. The subtitle, *A Study in Cultural Conflicts*, best describes the state of mind of Middletown's citizens.

1978. ODUM, HOWARD W., AND JOCHER, KATHARINE. *Introduction to Social Research*. New York: Henry Holt, 1929. 488 p.

Intended to serve as an elementary text in principles and to "contribute something toward a broader background, a better understanding of the range and

difficulty of the problem, and a more definite scientific attitude." Treats the various types of approach, method, and procedure. Covers the scope of social research, the development and interrelation of the social sciences, and discusses the physical sciences and social sciences.

1979. RITCHIE, FRANK. *How to Study Your Association and the Community*. New York: Association Press, 1926. 62 p.

Suggestions for community surveys, procedures which committees may use in studying the phases of social development, sample schedules for securing specific information, and other ways of finding less tangible facts. Contains a brief bibliography.

1980. STEINER, JESSE F. *The American Community In Action: Case Studies of American Communities*. New York: Henry Holt, 1928. 392 p. (3.00)

Case studies of the home communities of 20 graduate students in the author's classes in community organization which reveal the typical social forces at work in most communities and afford a means of better understanding the problem of community development. The majority of the communities studied are rural and small town. "The natural history of the community, its topography and economic basis; its social, economic, and racial cleavages, its conflicts and misunderstandings, the beliefs, sentiments, and attitudes of the people, the quality of its leadership, the nature and strength of its customs and traditions, its relation to other communities, and other similar factors that have influenced its rise and development, constitute the fruitful topics for investigation to which greater attention should be given."

1981. SULLENGER, T. EARL. "Approaches to Methods of Community

Study." *Sociology and Social Research* 18:470-6, May, 1934.

An exposition of the scientific method and its goals; how it was applied in Omaha. Maps were made based on city wards, and the population was analyzed in considerable detail. Points covered in the survey included shifts of population, political elections, the census, schooling, health, crime and delinquency, religion, recreation, housing, family disorganization, size of families, character-building agencies, racial lines, and economic status of the different classes.

1982. WILLIAMS, AUBREY W. *How Good is Your Town?* Madison, Wisconsin: Conference of Social Work, 1931. 124 p.

A plan for a community survey, with simple, practical schedules for use in studying: historical background, city planning, municipal government, industry, health, education, library, social work, recreation, town and country relations, and religion. Suggests how a sponsoring committee might be made up, and provides for easy tabulation of results.

D. VILLAGES AND RURAL COMMUNITIES

1983. BEERS, HOWARD W. "A Portrait of the Farm Family in Central New York State." *American Sociological Review* 2: 591-600, October, 1937.

Contrasts a modern rural family with its predecessors of two and three generations ago. We are given a picture of this family: the parents' education, financial status, number of children, their schooling, the labor of children on the farm, parent-child relationships, social and organizational activities, changes in status of father and mother, and other factors in the life of the farm family today.

1984. BLUMENTHAL, ALBERT. *Small Town Stuff*. Chicago: University of Chicago Press, 1932. 416 p.

A picture of small-town life in a village of 1,410 population, called Mineville for the purposes of the study.

1985. BRUNNER, EDMUND DE S. *Village Communities*. New York: George H. Doran, 1927. 244 p. (\$2.25)

Summarizes the results of a series of studies made by the Institute of Social and Religious Research during 1923, 1924, and 1925 on the agricultural village and its community. Presents individual studies of eight of the 140 villages investigated.

1986. BRUNNER, EDMUND DE S., AND OTHERS. *American Agricultural Villages*. New York: George H. Doran, 1927. 326 p.

Results of a survey of 140 villages undertaken by the Institute of Social and Religious Research, New York City. Public schools, churches, social organizations, public health, village and country relations, and the village as a political unit. Includes an explanation of the methods used, also charts and tables.

1987. BRUNNER, EDMUND DE S., AND KOLB, J. H. *Rural Social Trends*. New York: McGraw-Hill, 1933. 386 p.

Describes factors, conditions, and changes in rural social life during the first 30 years of the nineteenth century and points out some of the trends that are developing. Chapters on: Rural Population, Its Mobility and Changing Characteristics; Country Life and Agriculture; Village Growth; Country and Village Relations; Rural and Urban Relationships; Merchandising and Credit Services; The Public School and Education; Religious Agencies and Services; Social and Recreational Organizations; Rural Social Ser-

vices; Social Implications of Local Government; 1930 and After. Includes appendices covering: history and scope of the study; source data on rural and village population; source data on rural-urban relations; data on village and open country churches; source data on other social institutions; social utilities and wealth.

1988. BRUNNER, EDMUND DE S., AND LORGE, IRVING. *Rural Trends in Depression Years*. New York: Columbia University Press, 1937. 387 p. (\$3.25)

The third of a series of studies of 140 representative agricultural village communities, made at six-year intervals by Dr. Brunner and collaborators. This report is timely and furnishes excellent background material in addition to information on the influence of the New Deal; the rural relief program; population changes; village-country relations; social organizations; education, including adult education; religion; business, industry, and banking. Assistance was given to the project by the Carnegie Corporation, Columbia University Council for Research in the Social Sciences, the U. S. Bureau of Agricultural Economics, the Division of Social Research of the W. P. A., and the American Association for Adult Education.

1989. KOLB, J. H., AND BRUNNER, EDMUND DE S. *A Study of Rural Society*. Boston: Houghton Mifflin, 1935. 642 p.

Part I treats group life of rural people: the family, neighborhood, villages, rural communities, special-interest groups, and rural-urban relationships. Part II treats the characteristics of the people: their origins, distribution, mobility, and psychology. Part III covers the general subject of agriculture. Part IV deals with institutions: the home and living standards, education, adult learning, re-

ligion, industry and merchandising, recreation, health, and social welfare. Part V is concerned with community organization and government, and with rural sociology in relation to national policies. "Social safety and wisdom will come when we convince the nation that a square deal for agriculture and for rural people, in sociological and economic terms, is best for the nation as a whole."

E. COMMUNITY SERVICES FOR YOUTH

1990. BOWERS, ETHEL M. "The Community Center as a Neighborhood Club House." *Recreation* 29:527-36, 564, February, 1936.

A composite picture of an ideal community center, drawn after a tour of the country's facilities for underprivileged residents of congested districts. Defines the objectives, policies, activities for both members and non-members, and physical facilities of the building.

1991. CALKINS, CLINCH. *Youth Never Comes Again*. New York: The Committee on Unemployed Youth, Room 822, 50 West 50th St., 1934. 71 p. (25 cents)

Useful suggestions for community leaders and others interested in helping unemployed youth, such as recreation, free-time schools, and self-help projects. Vivid picture of "defeated youth" and practical ways of utilizing their leisure.

1992. CARMELL, DOROTHY B. "Highlights on America's Youth Problem." *School Life* 21:74-5, December, 1935.

A report of findings of the Committee on Youth Problems of the U. S. Office of Education on some aspects of youth's problems and the efforts of certain communities to help by means of surveys, demonstration centers, employment service, vocational training and guidance.

1993. CARMELL, DOROTHY B. *Youth: What Civic and Service Clubs Can Do To Help*. U. S. Office of Education, Committee on Youth Problems. Circular 154, February, 1936. 27 p. mimeo.

Brief statements of ways in which some community organizations have met the needs of local youth by finding employment, vocational guidance, recreation, personal counseling, and efforts to prevent delinquency.

1994. CARNER, LUCY P. "What a Volunteer Worker Should Know About Her Community." *Womans Press* 31:424-5, October, 1937.

Suggestions for workers in clubs for children and young persons, as well as for more general community welfare. Knowledge of the following is essential: family customs; housing; health conditions; recreational facilities and discrimination against minority groups; working conditions, especially in factories; state laws regulating the factors which affect young people's well-being; what agencies are engaged in improvement programs; and leadership in the socially and economically underprivileged classes.

1995. CLINE, DORIS A. "Household Employment in Detroit." *Occupations* 15: 60-2, October, 1936.

Steps taken by placement agencies of the city to improve working conditions of girls in domestic service. The Y. W. C. A., Jewish Community Center, League of Catholic Women, Michigan State Employment Office, the Mayor's Unemployment Committee, and several girls' vocational schools cooperated. After interviewing housewives in 2,557 homes, visitors paid by emergency relief funds reported their findings on wages being paid, hours, duties, living quarters, number of

children in homes, and employers' preferences. It was recommended that a training school for household workers be established. (See also Nos. 1675, 2008, and 2012).

1996. COMMUNITY SERVICE, INC. *Community Building for Industrial Towns*. New York: Community Service, Inc., 1921. 94 p.

Suggests ideas for the planning, construction, and use of buildings for community centers, including some floor plans. There are recreation suggestions and an example of a constitution suitable for these associations. Contains a bibliography.

1997. CORSON, JOHN JAY. "The Community's Obligation to Youth." *American Library Association Bulletin* 30:909-13, October, 1936.

What local agencies must help youth in their strivings toward normal, useful lives? Primarily the schools, where much progress is being made through continuation courses, adult classes, and library facilities for self-study. An illustration of these benefits is the loan of a trained vocational adviser by the Minneapolis Board of Education to the public library for the purpose of counseling young persons. Mentions local collections of literature on recreational, educational, and vocational opportunities, made available by certain communities for young people who may want to attend evening classes, find suitable or profitable leisure-time pursuits, or learn something about local occupational opportunities. The National Youth Administration and its library program, student-aid plan, recreation, job counseling and placement services is given praise.

1998. EXTON, ELAINE. "Bootstraps for Youth: Opportunities in Community Service." *School Life* 21:117, January, 1936.

Examples of youthful initiative in creating jobs, and suggestions for community projects which would be useful to the community and stimulating to young people.

1999. GREATER BOSTON FEDERATION OF NEIGHBORHOOD HOUSES. *Clubs in Action*. Boston: Greater Boston Federation of Neighborhood Houses, 1935. 100 p.

Organization and leadership of clubs, their goals, and a suggested outline of their activities.

2000. HANNA, PAUL R., AND OTHERS. *Youth Serves the Community*. A publication of the Progressive Education Association. New York: D. Appleton-Century, 1936. 303 p. (\$2.00)

A survey of projects with children and young people sponsored by adults and intended to be socially useful, which is presented to teachers and other educational leaders for the purpose of suggesting ways of cooperation between school and community. Some of the chapters deal with youth's contribution to public safety, to civic beauty, to community health, to agricultural and industrial improvement, to civic arts, to local history, surveys, inventories, and protection of resources. There is also a particularly interesting chapter on activities of youth in foreign countries in the interests of co-operative living.

2001. HANNA, PAUL R. "Youth's Participation in Socially Useful Work." *Reconstructing Education Through Research*, p. 67-73. Washington: American Educational Research Association, 1201 Sixteenth St., May, 1936. 301 p. (\$1.50)

This paper tells of an investigation undertaken by the writer during the past eighteen months. He has discovered and reported examples in this country and abroad of children and young persons

working together to improve community life. Youth is seeking an outlet for its energies, and our community cultures need just such a force to develop the possibilities for a richer, more satisfying life. Discusses educational and social criteria for evaluating the projects discovered in the survey. Submits an example of a rural community improvement program to which children contributed a significant share of effort.

2002. HARLEY, D. L. *Youth: Finding Jobs*. U. S. Office of Education, Committee on Youth Problems. Bulletin, 1936, No. 18-V. Washington: Government Printing Office. 59 p. (10 cents)

Terse descriptions of what has been done in various localities to find jobs for unemployed youth. Chief emphasis is on the possibilities provided by community organization and cooperative effort. Covers learning-working opportunities, odd jobs, self-help projects, made work, and new jobs of social significance, in pursuits ranging from those of professional grade to unskilled labor, in both rural and urban areas.

2003. HERRIOTT, FRANK W. *A Community Serves its Youth: A Case Study of the Scope and Relationship of Agencies Dealing with High School Students in a Suburban Community*. New York: Association Press, 1933. 223 p.

A study of certain character-developing agencies in Montclair, N. J., and the contacts high school students make with them, including the Christian Associations, Boy Scouts, Girls' Club, and the Montclair Athletic Club. Appraises the community resources, mentions examples of coordination of activities and the need for closer cooperation in the future. The questionnaire method was used to determine the club affiliations and use of the pupils' leisure time.

2004. HINKLEY, ALICE. "Venturing for Idle Boys and Girls." *Survey* 69:190-1, May, 1933.

An account of what Westchester County, New York, has done for its unemployed young people. First a youth census was taken, and then a program of instruction in academic courses, music, art, sewing, shopwork, commercial, and a few other trades was begun. Recreational facilities were offered with vacant stores used as centers.

2005. KEPECS, J. "Community Responsibility Toward the Youth of Today." *National Conference of Social Work, Proceedings* 1934:327-34. Chicago: University of Chicago Press, 1934.

The nature of the youth problem, data on its size and the amount of service available, what part case-work should play and its limitations. Outlines policy for social workers.

2006. KRIM, ALAN. "Developing Clubs in Community Centers." *Recreation* 31: 349-55, 392-3, September, 1937.

The director of a neighborhood center in Newark, controlled by the Board of Education, tells something of its organization, objectives, and program. The club work falls into two classes: a membership drawn by common interests, and a membership built up by appealing to specific activities. In this center there are clubs for all ages, with special emphasis on boys in neighborhood gangs. A program for several months is outlined, with suggestions for entertainment for young people's groups; also a model constitution and samples of membership forms are reproduced.

2007. LINDBERG, SIDNEY J. "Club Leadership." *Recreation* 30:395-7, 415, November, 1936.

A staff member of the Philadelphia Neighborhood Center tells of some problems relating to club leadership of small group clubs in community centers and recreational agencies, chiefly the scarcity of competent volunteers who will study the school, work, home, and neighborhood environment of their groups. Illustrates with a month's program for a group of boys guided by a leader rated as excellent.

2008. MONTHLY LABOR REVIEW. "Training Unemployed Girls for Domestic Service." *Monthly Labor Review* 43: 381-2, August, 1936.

Describes some of the training projects sponsored by young women's organizations throughout the country. The material is taken from *Youth — Finding Jobs*, by D. L. Harley, U. S. Office of Education Bulletin, 1936, No. 18-V.

2009. NATIONAL YOUTH ADMINISTRATION. *Organizing the Community for Sound Planning and Intelligent Action*. Release Y-18 to State Youth Directors. January 18, 1936. 20 p. mimeo.

Suggests methods for community organization and for providing employment opportunities for young people in play, sports, music, art, drama, hobbies, and crafts. Contains bibliography of community organization and bibliography of recreation, aggregating about 70 titles, not annotated.

2010. PARKES, G. H. "Youth and the Local Community." *Occupations* 14: 665-8, April, 1936.

The director of the Public Retraining School, Williamsport, Pennsylvania, discusses the personnel of an effective adjustment service, steps in setting up the organization, and the work of the local youth program. Should help those

interested in doing something constructive for idle young people in their communities.

2011. RUSSELL, WILLIAM F. "The School and Other Educational Institutions." *School and Society* 44:787-9, December 12, 1936.

"Certainly, in the future, the American school should work closely with all other social educational institutions, and teachers should know how to cooperate with and rely upon parents and librarians, clergymen and visiting nurses, club leaders, penologists and social workers, and the school, radio, press, theater and motion picture should work, not at cross purposes, but in harmony." Points out that institutions for the education of teachers should be in part schools of social work, equipped to present adequately the educational activities and possibilities of the many non-school agencies which profoundly affect both children and adults in our day.

2012. TAYLOR, PAMELA. "Training Young Housekeepers." *Parents' Magazine* 11:16, 118, October, 1936.

A description of a course of training for girls intending to enter domestic service, which was started two years ago in Cambridge, Massachusetts, by the Cambridge Home Information Center. States the qualifications required of applicants, wages in force, working hours, duties, and privileges.

2013. U. S. OFFICE OF EDUCATION, COMMITTEE ON YOUTH PROBLEMS. *Youth: How Communities Can Help*. Bulletin, 1936, No. 18-I. Washington: Government Printing Office. 77 p.

Three parts: coordinating community resources, program activities, and communities in action. Contain an annotated bibliography of 41 titles.

F. SURVEYS OF YOUTH

1. State and City Surveys

2014. BELL, HOWARD M. *Youth Tell Their Story*. Washington: American Council on Education, 1938. 273 p. (\$1.50)

The report of the general youth survey made by the American Youth Commission of the American Council on Education in 9 counties in Maryland and the city of Baltimore in 1936-37, involving comprehensive interviews with 13,528 youth aged 16 to 24 inclusive, and special studies of recreation, education, and facilities for dealing with delinquents. Six major aspects of the young persons' status and needs are presented: home life and marriage; youth in school; youth at work; youth at play; youth and the church; and the attitudes of youth. The opinions of youth on wages, governmental responsibility, the suffrage, employment of married women, the use of alcoholic beverages, war, and the youth problem in general are exhibited. The report is liberally illustrated with tables, charts, and pictorial graphs, and is enlivened by frequent direct quotations from the young persons interviewed. Among other conclusions, the tabulated data show that poverty, inadequate schooling, early marriage, and large families tend to go hand in hand, forming a downward spiral in which the youth is often chained to approximately the same economic and cultural level as his father occupied. The three principal sectors of the youth problem are employment for those who are ready for it, more schooling and better schools, and provision for recreational activities which "will add to the spiritual stature" of those who participate.

2015. CONNECTICUT. *Youth in Search of Jobs*. Hartford: Connecticut State Employment Service, 1935. 69 p. mimeo.

Information obtained from the registration cards of 43,000 young people less than 25 years old seeking employment in Connecticut from November, 1933, to November, 1934. The results were useful in determining what qualifications for employment were lacking.

2016. ELEMENTARY SCHOOL JOURNAL. "A Nation-wide Inquiry on Problems Confronting American Youth." *Elementary School Journal* 35:721-3, June, 1935.

An announcement of a survey of young people 16 to 24 years of age, being made by the U. S. Office of Education in representative cities, and a description of the proposal of John W. Studebaker, U. S. Commissioner of Education, that a youth service division be established in the Office of Education.

2017. FULLER, RAYMOND G. *A Study of Youth Needs and Services in Muncie, Indiana*. Washington: American Youth Commission of the American Council on Education, 1938. 252 p. mimeo. (Gratis, express charges collect).

A general youth survey conducted in "Middletown" in 1936-37 by the American Youth Commission. Covers the general community background, community organizations, identification of youth needs and problems, and intellectual and cultural influences. A special feature consists of the findings derived from a comprehensive questionnaire which was administered to 1,000 former high school students who had dropped out or graduated from the classes of 1930, 1933, or 1936 and were between the ages of 16 and 26 when interviewed in 1937. Includes two special and supplementary reports dealing with the social and club life of high school students and with juvenile delinquency. Special attention was also given to the needs of Negro

youth, and to the relation of youth and the church. Five appendices contain many tables and other supplementary information.

2018. HALAAS, E. T., AND ZELLIOT, E. A. *Survey of Youth in Denver, Summer of 1935*. (University of Denver Reports, Vol. 12, No. 4 and Business Study No. 83). Denver: University of Denver (Bureau of Business and Social Research and School of Commerce, Accounts, and Finance), 1936. 11 p.

The results of a general survey of youth aged 16 to 24, one of the group of 13 uniform surveys sponsored by the United States Office of Education. Data are presented from 6,591 interviews.

2019. HENDRY, CHARLES E., AND SVENSEN, MARGARET T. *Between Spires and Stacks*. Cleveland: Welfare Federation, 1936. 369 p. mimeo.

A study of the educational, economic, religious, and charitable factors touching the lives of boys in the Cleveland neighborhood; the services rendered by welfare agencies; and the general needs of the group. The building of self-respect and strength of character seems to be the primary need among the boys and girls of this community, for in this way the standard of living may gradually be raised.

2020. INDIANA. *Indianapolis Youth Survey*. Indianapolis Education Division, Governor's Commission on Unemployment Relief, 1935. 96 p. mimeo.

The replies of a representative sampling of 5,457 Indianapolis youth between the ages of 16 and 25 to the Youth Census Schedule. There are numerous tables and a brief analysis of results.

2021. JESSEN, CARL A. "Surveys of Youth." *School Life* 21:273-5, June, 1936.

Contains a summary in tabular form of the characteristics of 33 local youth surveys made from 1933 to 1935 in various parts of the country.

2022. JESSEN, CARL A., AND HUTCHINS, H. CLIFTON. *Youth: Community Surveys*. U. S. Office of Education Bulletin, 1936, No. 18-VI. Washington: Government Printing Office. 97 p. (15 cents)

Analyses and comparisons of the findings of some 30 local surveys of youth conducted by various agencies, and of 13 such surveys executed on a comparable basis in cooperation with the Committee on Youth Problems of the U. S. Office of Education in 1935. Contains a helpful chapter on how to plan and carry on a youth survey. Appendices include sample schedules of information.

2023. KELLY, FRED J. "Youth Surveys." *Educational Programs for Today and Tomorrow*, p. 283-93. Twenty-third Annual Schoolmen's Week Proceedings. Philadelphia: University of Pennsylvania, School of Education, June, 1936.

Reasons for young people's need of special consideration in the social and economic scheme. Types of surveys undertaken during the past few years: questionnaires, canvassing facilities and opportunities for idle youth, and conferences or inquiries regarding problems of young people. There are 29 questionnaire surveys on record, dealing with rural and urban youth, high school graduates, the unemployed; status studies, and studies made by state employment services. Bulletins are available from the Committee on Youth Problems of the U. S. Office of Education, which describe activities by and for youth over the country, including emergency education, apprenticeship, study and discussion groups, recreational programs, and occupational surveys. Illustrating the conference form of survey

is the story of the Trial of Youth vs. Society, conducted by the Council of Social Agencies of Orange, New Jersey. Concludes with a statement of the work of the American Youth Commission of the American Council on Education.

2024. MASSACHUSETTS. *Report on the Census of Unemployment in Massachusetts as of January 2, 1934*. Labor Bulletin No. 171. Boston: Massachusetts Department of Labor and Industries, 1935. 202 p.

The findings of the Massachusetts census are carefully analyzed in 64 tables. A brief report on the Boston health census follows.

2025. MATTHEWS, ELLEN N. "City Youth Survey." *Elementary School Journal* 36:724-5, June, 1936. Quoted from *Occupations* 14:675-6, April, 1936.

A sampling of New York City young people furnishes estimates on the numbers working, in school, and those not in either group. Compares the numbers of boys and girls, white and Negro, in the unemployed class; gives information on ages, kinds of work done, schooling, and educational preferences of the employed and unemployed. Calls attention to the individual aspects of each problem and the resulting need for personal counseling. The study was made by the Welfare Council of New York City.

2026. MATTHEWS, ELLEN N. "The Unemployed Youth of New York City." *Better Times* 17: January 6, 1936; also June, 1936.

A preliminary report on the educational and employment findings of the youth survey conducted in 1935 by the Welfare Council of New York City.

2027. MATTHEWS, ELLEN N. "Unemployed Youth of New York City."

Monthly Labor Review 44:267-84, February, 1937.

Reports the findings of the 1935 study made by the Welfare Council and the Works Progress Administration of New York City. Usable schedules were obtained from 0.8 per cent of the total number of persons 16 to 24 years old in the city, representing all social, economic, and racial strata. For these 9,041 individuals data were tabulated on employment status, occupational history, schooling, business or vocational training, numbers on relief, and other characteristics.

2028. MICHIGAN STATE EMERGENCY WELFARE RELIEF COMMISSION. *Employment Status of Persons 15-29 Years of Age*. Michigan Census of Population and Unemployment. First Series, No. 10. Lansing: the Commission, 1937. 14 p.

Tables show numbers of men and women for each year of age working or seeking work and those not working. In the first category we find the employed group and unpaid family workers; persons idle because of illness, injury, or industrial dispute; made work, and those seeking jobs. Other publications in this series treat such aspects as age, sex, income, education, occupational mobility, industrial classification, and employment status of Michigan's working and unemployed population.

2029. MONTHLY LABOR REVIEW. "Young Job-Seekers in Connecticut." *Monthly Labor Review* 42:75-6, January, 1936.

Digests the report of the Connecticut state employment and national re-employment offices, entitled *Youth in Search of Jobs*. Emphasizes that 73 per cent of the applicants studied (aged 15-25) were not trained for any skilled occupation, and 40 per cent were not trained for any type of work. Recommends creation of a special junior placement division.

2030. OCCUPATIONS. "Coming of Age in Essex County." *Occupations* 15:914-16, June, 1937.

Digests some findings of the 1935 survey of 10,000 youth aged 16 to 24 living in Essex County, New Jersey. Paul S. Lazarsfeld directed the study, aided by the county superintendent of schools, Newark University, and local social agencies. Data here reported throw light on amount of vocational training possessed by both employed and unemployed groups, kinds of work experience, sex differences in vocational choice, satisfaction with jobs held, wages earned, discrimination against Negroes, and other items relating to the employment situation of these youth.

2031. OHIO, DAYTON. *Youth Census: Preliminary Recapitulation*. Dayton: Board of Education, 1935. 32 p. mimeo.

A tabular presentation of the responses obtained from more than 6,000 young people to the Youth Census Schedule.

2032. RIPPON, F. F. C. *Survey of the Boys of Newark, N. J.* Newark: Baker Printing Co., 1928. 89 p.

A study of nearly 30,000 boys aged 8 to 17 inclusive, conducted by the Boys' Work Committee of the Newark Rotary Club. Comprehensive data on 14 and 15-year-olds at work, delinquent boys, the boy and the home, commercial amusements and other facilities for recreation, and various agencies interested in the welfare of boys, including churches. Finds a need for increased facilities for recreation and social guidance.

2033. ROBERTSON, JACK. *Youth Needs and Services in Dallas, Texas*. Washington: American Youth Commission of the American Council on Education, 1938. 232 p. mimeo. (Gratis, express charges collect).

A general youth survey, based on interviews with 4,608 persons aged 16 to 25, and studies of the principal social services, conducted by the American Youth Commission in the city of Dallas in 1936-37. After an introduction setting forth the objectives and techniques of the study, the report continues in nine parts: (1) characteristics of the youth population; (2) housing, home life, and family backgrounds; (3) educational facilities, attainments, and interests; (4) guidance, employment, occupations, wages and hours; (5) health conditions and health services for youth; (6) recreations of youth and evaluation of recreational facilities, public and private; (7) religious participation; (8) attitudes on social problems; and (9) general conclusions. An appendix proposes the essentials of a program for Dallas youth which is recommended to the community.

2034. SMITH, PAYSON, AND WRIGHT, FRANK W. *The Educational Opportunities of Youth in Maryland*. Washington: American Youth Commission of the American Council on Education, 1937. 167 p. mimeo. (Gratis, express charges collect).

This is a special report on a limited phase of the comprehensive survey of the needs of youth in Maryland and how they are being met, made by the American Youth Commission in 1936-37, and is supplementary to the principal report listed herein under the authorship of Howard M. Bell. It is a study of educational facilities at all levels, with some attention to related services, especially public recreation. Desirable changes in educational offerings and practices are described, and there is a detailed explanation of points for consideration in the adaptation of schools and the adjustment of youth to modern conditions and demands.

2035. STUTZMAN, RACHEL. *What of Youth Today?* Report of Detroit Youth Study Committee, 1935. Detroit: Research Division, Detroit Public Schools. 232 p. (\$1.00)

This study makes a comprehensive analysis of the effects of the depression on an unselected group of 500 relief and non-relief youth, from the educational, social, psychological, and economic standpoints.

2036. TEXAS, HOUSTON. *A Report of a Survey of Youth Not in School.* Research Bulletin of the Houston Public Schools, No. 8605. Houston: Public Schools, 1934. 30 p. mimeo.

Data assembled on the interests, attitudes, and educational status of 3,412 young people between 12 and 21 years of age.

2. Surveys of School and College Graduates

2037. ANDERSON, ROY N. "What May the College Woman Expect by Way of a Job?" *Personnel Journal* 10:125-32, August, 1931.

Data from placement bureaus on positions obtained for 891 women from 225 colleges for the period August, 1929, to March, 1930. Tables show marital status, age, type of position, and salary earned in relation to age. The young women entered 28 different occupations. The earnings of those in clerical occupations who had business training in addition to college degrees were higher than those who had only college educations.

2038. BALLOU, RAY. "High School Graduates in Adult Life: Social and Economic Survey of the Activity Trends of a County's Graduates since 1920." *Ohio Schools* 12:226-9, October, 1934.

The religious and social inclinations, educational trends, occupational and economic status of 229 graduates in 1920, 1925, and 1929. Of this group none was found to be pauper, criminal, or insane.

2039. BESCH, EMIL M. "Occupations of Graduates of a Small High School." *School Review* 45:447-51, June, 1937.

An inquiry concerning their occupations in the year 1935 was sent to 192 persons who were graduated from the high school at Parker's Prairie, Minnesota, during the years 1919 to 1934. One of the tables compares vocations of sons and fathers with corresponding data for the entire country, according to 1930 census figures.

2040. BORING, M. M. "College Graduate Placement Survey." *Journal of Engineering Education* 26:198-211, November, 1935.

A study of the placement of 1931, 1932, 1933, and 1934 graduates from the engineering, arts and science, business, and graduate schools of 80 colleges. There seemed to be a strong tendency for young engineers to enter sales, production, and general fields of engineering rather than technical work. Tables show percentages of satisfactory placements, teaching positions, stop-gap positions, the unemployed, and those taking postgraduate courses.

2041. CALIFORNIA, OAKLAND. *Follow-up Report of High School Graduates — Classes of June, 1927; June, 1928; June, 1931; and December, 1931.* Oakland: Public Schools, Department of Research, June, 1932. 22 p. mimeo.

An account of the employment or education subsequent to graduation from high school of 4,556 youth. The study was made in 1932; the predominant ages would be 19, 22, and 23.

2042. CHRISTENSEN, ARNOLD M. "The Educational and Social Aspects of the High School Graduate." Doctoral Theses in Education, III. *Studies in Education* 10:5-25. Iowa City: University of Iowa, 1935.

A study dealing with the situation of 2,125 graduates of western Minnesota high schools for the years 1929 to 1933, with a view to suggesting changes in educational and social influences. There is information on such subjects as age at graduation, college plans, emergency education, curricular and extra-curricular activities, the students' opinions of the value of school subjects, school policies regarding postgraduate students, employment status, marital status, size of family, economic status of family, church affiliation, and other personal data. Recommends revision of the high school curriculum to better serve local needs, more educational and vocational guidance, more postgraduate courses, and a recreational program for this older group.

2043. COLORADO, DENVER. *Occupational Distribution of Denver's High School Graduates*. University of Denver Reports, Vol. 10, No. 3. Denver: Public Schools, 1934. 8 p.

The occupational distribution of 1,957 students graduated from the Denver high schools in 1933 compared with that of 1,171 students graduated in 1929.

2044. CONNECTICUT, HARTFORD. *Survey of Recent High School Graduates in Connecticut*. Federal Emergency Relief Project CP-F-2-20. Hartford: State Department of Education, 1936. 105 p. piano.

An investigation of the graduates of 28 high schools for the years 1931-34; education, recreation, and employment.

2045. CORY, F. BYRON B. "Work or Education After High School?" *Junior*

College Journal 7:185-6, January, 1937.

Fifty-six per cent of 473 graduates of the Creston, Iowa, high school for the years 1927-32 responded to an inquiry concerning their employment history. Three tables show how many found jobs, how long each job was held, and how many continued their education. Argues for the establishment of publicly-supported junior colleges to aid the great numbers of high school graduates who neither go to college nor find work.

2046. ELLS, WALTER CROSBY, AND LEARNARD, MARY JANE. "A Study of Sacramento Junior College Students Who Have Gone Directly Into the Vocational Field." *California Quarterly of Secondary Education* 8:376-82, June, 1933.

From 1927 to 1933 there were 1,634 graduates of Sacramento Junior College; of whom only 364 did not continue their education in other institutions. A reasonably representative group of 475 graduates and non-graduates were contacted early in 1932 for the purposes of this study, and replies were received from 225. It seemed that about 78 per cent of the men and 84 per cent of the women were employed. About half were in some form of business, emphasizing the need for commercial courses in this college. Slightly over half expressed satisfaction with their occupations; the same number stated that they wished at some time to complete their college education. There are data concerning the number of jobs held, length of time held, salaries, vocational guidance in college, reasons for leaving junior college before graduation, and college subjects and experiences considered of value.

2047. ELLIOTT, EDWARD C.; HOCKEMA, FRANK C.; AND WALTERS, JACK E. *Occupational Opportunities and the Economic Status of Recent Graduates (1928-*

1934) of *Purdue University*. Lafayette, Indiana: *Purdue University*, 1935. 24 p.

Data concerning 2,140 graduates of seven successive classes, being the result of a questionnaire sent to 2,514 of the 4,314 graduates of the period covered, to which more than 85 per cent responded. Discloses length of time elapsing between graduation and first employment, degree of relationship between occupation and specific training, extent and length of employment and unemployment, and average annual salaries of men and women of each class.

2048. KARPP, MORTIMER. "Vocations of College Men, 1849-1934: A Study of the Alumni of the College of the City of New York." *Personnel Journal* 13: 158-68, October, 1934.

Illustrates trends toward and away from certain vocations.

2049. MARYLAND, BALTIMORE. *Report on Follow-up of Graduates From Senior, Junior, and Colored Junior High Schools, 1933-1934*. Baltimore: Department of Education, 1934. 7, 4, and 2 p. mimeo.

Three groups of tables showing the education, employment, and salary status of 6,084 graduates.

2050. MASSACHUSETTS, NORWOOD. *Status of June 1934 High School Graduates*. Norwood: Public Schools, 1935. 1 p. mimeo.

The educational and employment status of 233 young persons ten months after graduation from high school. Also similar data for entire state, based on reports from 35 schools.

2051. MINNESOTA, MINNEAPOLIS. *The High School Graduates and the Depression*. Vocational Guidance Bulletin, Vol. 3. Minneapolis: Public Schools, 1934. 4 p.

A follow-up of 3,657 youth graduated from the Minneapolis high schools in 1932, showing the types of schools attended and jobs obtained.

2052. MINNESOTA. *The Status of the June 1932 High School Graduates One Year After Their Graduation, June 1933*. St. Paul: State Department of Education, Statistical Bureau, 1933. 6 p. mimeo.

A report on the educational, occupational, and employment status of 16,500 young persons graduated from Minnesota high schools in June, 1932.

2053. MINNESOTA. *The Status of the June, 1933, High School Graduates One Year After Their Graduation, June, 1934*. St. Paul: State Department of Education, Statistical Bureau, November, 1934. 6 p. mimeo.

Data on number of graduates of Minnesota high schools continuing their education, those working, and those unemployed.

2054. MINNESOTA. *The Status of the June, 1935, High School Graduates One Year After Their Graduation, June, 1936*. Minnesota Works Progress Administration Project No. 1986. St. Paul: State Department of Education, Statistical Bureau, October, 1936. 7 p. mimeo.

Present data on the number and percentage of June, 1935, graduates of public high schools in Minnesota who were either continuing their education, engaged in an occupation, or unemployed at the time of the survey. Information was obtained for 86 per cent of the group and is shown in tabular form.

2055. MINNESOTA SCHOOLS. "The Status of the June, 1934, High School Graduates One Year After Their Graduation, June, 1935." *Minnesota Schools* 2:22-7, September, 1935.

Shows the numbers of graduates of Minnesota high schools who continued their education, who found work, and who remained unemployed.

2056. MITCHELL, JOHN. "A Follow-Up Study of the 1936 Graduates." *Journal of Business Education* 13:17-18, December, 1937.

Chiefly to discover how many students were using their commercial training in their jobs, the 1936 class of the Newton, New Jersey, high school was canvassed during the summer of 1937. One hundred per cent returns were secured from the 92 graduates, most of whom live in villages and on farms. About 58 per cent of the 31 commercial graduates were doing office work; 35 per cent were doing other types of work; and six per cent were unemployed. About 37 per cent of the 16 in the college preparatory course were attending college; the rest were in other kinds of schools or were working. The two agricultural graduates were working. Twelve per cent of the home economics group and six per cent from the general course were unemployed. Of the entire class only five graduates were without jobs, but this may have been partly due to the great number of vacation jobs available in this resort section.

2057. NEW JERSEY, ELIZABETH. *Report on a Survey of Graduates of the Elizabeth Vocational School for Boys*. Trenton: State Department of Public Instruction, Vocational Division, 1934. 128 p. mimeo.

A follow-up of boys graduated from the Elizabeth Vocational School from 1919 to 1933, in which 485 out of 582 graduates furnished information on social status, employment records, earnings records, health, postgraduate education, and significant achievement.

2058. PAVAN, ANN. "A Follow-Up Study of Philadelphia Public School Graduates." *Occupations* 16:252-9, December, 1937.

In an attempt to discover the extent of employment among 1935' graduates of high schools and vocational schools, a two-year study was undertaken by the Junior Employment Service of Philadelphia, aided by the state and national employment services. Questionnaires were returned by 5,560 high school graduates and 338 vocational school graduates. Tables show the numbers attending school, seeking employment, not seeking employment, and employed; kinds of jobs secured; wages obtained; and relation between scholastic rank and employment status. General conclusions indicate that the majority of this representative group have found work which utilizes their training, which is to some extent evidence of wise guidance, improved economic conditions, and the higher entrance age to industry. Only 14 per cent of the high school graduates and 22 per cent of the vocational school graduates were found to be unemployed. Four per cent of the total number had never been employed. There was a high correlation between training received and jobs held.

2059. PENNSYLVANIA, LYCOMING COUNTY. *A Study of Unemployment Among High School and College Graduates in Lycoming County, Pennsylvania*. Williamsport: Pennsylvania State Employment Service, 1935. 31 p. mimeo.

An investigation of the occupational status and vocational and recreational choices of 2,161 young people graduated from high school, technical school, and university from 1929 to 1934.

2060. PROCTOR, WILLIAM M. "A 13-Year Follow-Up of High School Pupils." *Occupations* 15:306-10, January, 1937.

What became of 945 former high school students out of a group of 1,514 tested in 1918, during the favorable employment period of 1918 to 1931. The study attempted to discover the relation of intelligence, length of schooling, social and economic status, and fathers' occupations to the vocations pursued after graduation. Some conclusions: sons tend toward the same occupational rank as their fathers, but not toward the same jobs; fathers of high occupational rank tend to have sons of high average intelligence; the average I. Q. decreased as the occupational rank became lower; a positive correlation existed between length of schooling and vocational rank achieved; the socio-economic status of the family has a bearing upon length of schooling and vocational rank achieved. Twenty-four per cent of the group were engaged in the occupations chosen while in high school, and 60 per cent were in some other occupation.

2061. PUNKE, HAROLD H. "Factors of High-School Enrollment by Region and Sex." *School Review* 45:200-9, March, 1937.

Analyzes the situation of youth between the ages of 15 and 19; the percentage gainfully employed, in high school, and married. Tables show these data for boys and girls in each section of the United States. Explains how the social customs of different parts of the country affect high school enrollment. The educational implications of youthful marriages and child labor, and the increasing demand for adult and parent education.

2062. PUNKE, HAROLD H. "Home and Family Background of High-School Pupils." *School Review* 44:597-607, October, 1936.

Data secured by questionnaire from 3,467 white pupils of 11 Georgia high

schools and from 3,369 pupils of 11 Illinois high schools. There is a general discussion of the cultural situation in these two states, in California, and in the country as a whole, based on 1930 census statistics. Tables show percentage distribution in high school by year, percentage married, percentage gainfully employed, size of families from which pupils come, high school graduation of siblings, mortality of parents, and other factors relating to enrollment in high school.

2063. RAHT, ARDA T. "Occupations of San Antonio's 1935 Graduates." *Occupations* 15:783-4, May, 1937.

Summarizes the results of a survey of 500 pupils graduating in June, 1935, from a representative high school and a vocational school of San Antonio. In September, 1935, information was obtained through personal interviews and checking with high school records. Of the group, 224 were engaged in study and training, 126 were employed, and about 100 were unemployed, some of whom reported that they did not want work. The schools were able to help some of those who needed further training or guidance, and gained valuable suggestions for further improving their services to graduates.

2064. RAND, HAROLD S. *A Study of Five Hundred Maladjusted Young People in Rochester, N. Y.* Rochester: Civic Committee on Unemployment, 1937. 25 p. mimeo.

The cases selected for this survey were drawn from a larger study of former Rochester high school students, who entered high school in the years 1924-25, 1927-28, and 1930-31. Two types of individuals are represented: those discontented by reason of unemployment or some other factor which they were unable to control, and those discouraged by their present situation. The age range

was 18 to 27, with the largest number between 19 and 24. Social and environmental factors bearing upon the condition of these youth have been considered in this study, along with suggestions for their care and treatment. Cases are classified according to the number of jobs held since leaving school.

2065. REED, CARROLL R. "Following Through in Minneapolis." *Occupations* 16:321-5, January, 1938.

The superintendent of Minneapolis public schools reports some results of a survey of 2,985 boys and girls graduating in 1936 from eight high schools and one vocational school. Tables show the percentage employed a year after graduation, types of jobs held, number in school or college, and those unemployed. Of the 2,807 high school graduates, nearly 34 per cent were attending school, 45 per cent were employed, nearly two per cent were working on government projects, 11 per cent were unemployed, and about seven per cent could not be located. Of the 178 vocational school graduates, 57 per cent were working in the fields for which they had prepared and 16 per cent were working at unrelated trades; six per cent were attending school, and 5.6 per cent were unemployed. There is discussion of the reorganization of the curricula and policies under way in Minneapolis, including cooperative placement by schools and the state employment service.

2066. SCHOOL AND SOCIETY. "Increase in Employment of Normal School Graduates in New York State." *School and Society* 45:394-5, March 20, 1937.

A report of the employment status of the 1936 graduates of New York state teachers' colleges and normal schools reveals that the pre-depression level has again been reached. In October, 1936, 76 per cent of the graduates were teach-

ing and five per cent were otherwise employed. In addition, four per cent were engaged in advanced study, two per cent were married and not teaching, and 13 per cent were unemployed. A similar report for 1935 showed only 72 per cent teaching, and five per cent otherwise employed. The largest demand for teachers came from elementary schools in the small school systems.

2067. SMOTHERS, HOMER I., AND HAMILIN, H. M. "Occupational Careers of High School Graduates." *School Review* 40:302-6, April, 1932.

A study of the occupational distribution of 1,003 pupils graduating from the Newton, Iowa, high school, 1920-29, of whom 563 were enrolled in the vocational course and 440 in the academic course.

2068. WISCONSIN, MILWAUKEE. *Survey of Employment and School Status of Milwaukee High School Graduates — Class of June, 1933.* Milwaukee: Division of Instruction and Research, Milwaukee Vocational School, February 6, 1934. 28 p. mimeo.

A summary of the educational and employment status of 1,757 graduates nearly a year after finishing high school.

2069. WRIGHT, BARBARA H. "A Follow-Up of 1934 Graduates." *Occupations* 15:42-5, October, 1936.

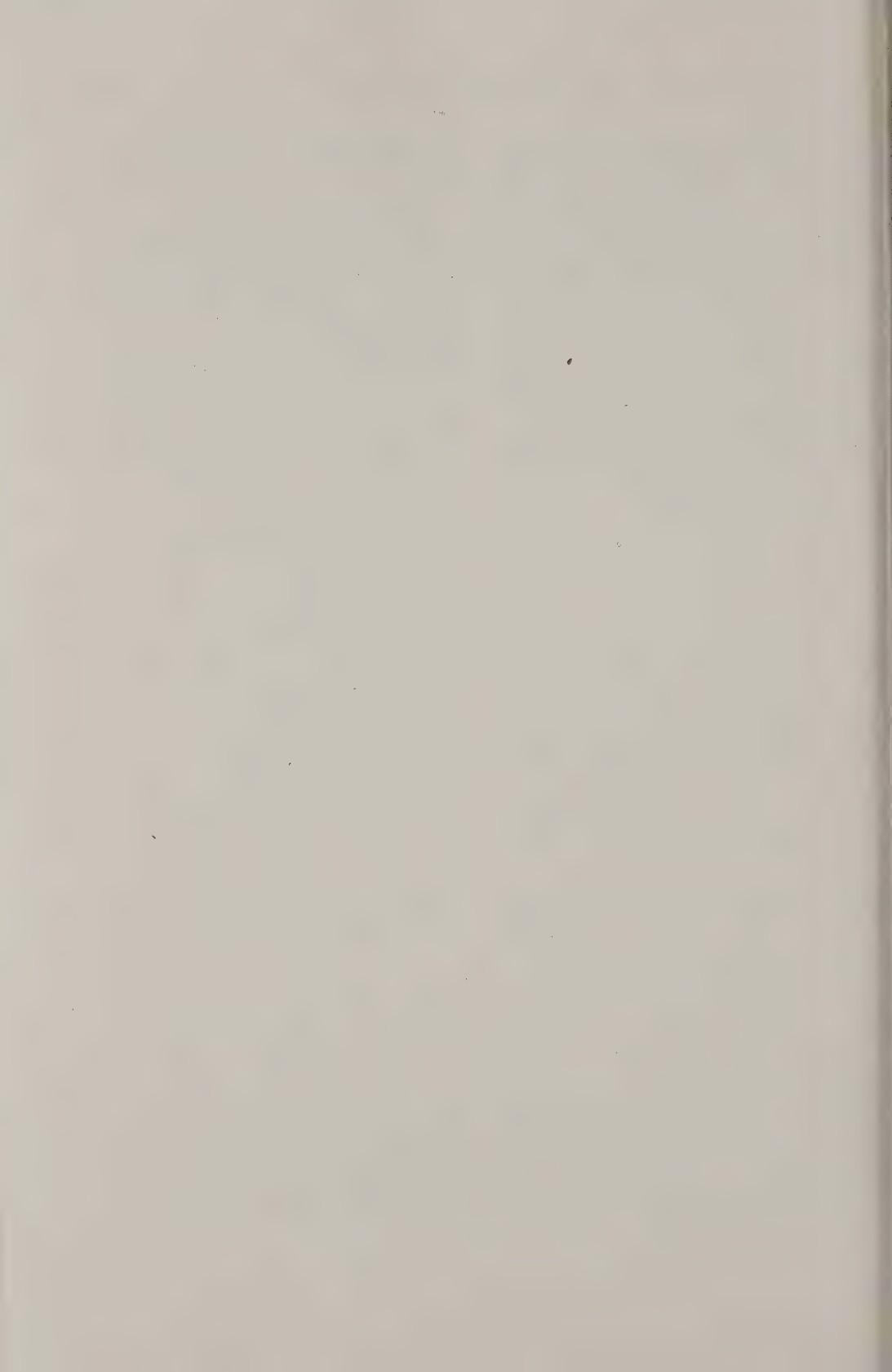
Results of a comprehensive survey made in May, 1935, of 2,500 June, 1934, graduates of eight Minneapolis high schools. Improvement was noted over conditions observed in previous studies of graduating classes. About one-third were continuing their education, one-third were working, one-fifth of the boys and one-fourth of the girls were unemployed, and about seven per cent of the boys were in Civilian Conservation Corps camps.

Tables compare these figures with similar information for the classes of 1926, 1929, 1932, and 1933; show the types of employment found and schools attended by the class of 1934; and indicate the relationship between scholastic rank in high school and the individual's situation one year later.

2070. ZELLIOT, ERNEST A. *Survey of Denver's High School Graduates for the Years 1929, 1933, and 1934*. (University of Denver Reports, Vol. 12, No. I, and Business Study No. 80). Denver: University of Denver (Bureau of Business

and Social Research and School of Commerce, Accounts, and Finance), 1936. 16 p.

In addition to a first survey of the classes of 1934, this report presents the results of a re-survey of the classes of 1933 and 1929, two and six years, respectively, after graduation. The interviewing was done in 1935 and 5,010 youth were reached. The ages of most of them would be 19, 20, and 24. This survey, while emphasizing employment, inquired also into education, recreation, and economic status.



CHAPTER XVI

RURAL YOUTH

- A. The Outlook for Rural Young People, Nos. 2071-2092
See also 123, 689, 690, 955, 1423, 2493, 2494
- B. Rural Girls, 2093-2095
See also 2202
- C. Educational Needs of Out-of-school Rural Youth, 2096-2102
See also 541, 681-686, 736, 742, 753, 798-803, 2296
- D. Vocational Guidance for Rural Youth, 2103-2110
See also 340-426
- E. Recreation for Rural Youth, 2111-2114
See also 1140, 1174, 1180, 1185, 1202, 1262, 2179
- F. Clubs for Farm Boys and Girls, 2115-2124
See also 2495
- G. Organizations for Older Rural Youth, 2125-2152
See also 1827
- H. Rural Youth Forums and Conferences, 2153-2169
- I. Surveys of Rural Youth, 2170-2207
See also 2014, 2022, 2034, 2039, 2056, 2059, 2439

THE American rural population as a whole is now outnumbered by the inhabitants of cities and towns, but the ratio of children and youth to adults is consistently higher in rural than in urban communities. Thus probably about half of all persons under the age of 25 live in the open country or in villages of fewer than 2,500 people. Migration to urban localities will doubtless eventually be the destiny of many of these rural young folk; but whether they migrate or remain in their native vicinages, their care and education are of vast import to the nation.

The flow of young persons from farm to city was temporarily arrested but subsequently resumed at a reduced rate during the depression. For those who make this transfer, preparation for initial vocational competence in the new environment becomes more and more essential; and for those who remain on the land, much can be done by way of developing the avocational arts which will play a large part in reviving and improving a vigorous and distinctive American rural culture.

In some ways the differences between city and country life have tended rapidly to disappear, and therefore to a considerable extent the problems of urban and rural youth tend to be similar. Much of the literature annotated in other chapters of this book applies to young persons in city and country alike; but there are also sources of research and publication dealing specifically and exclusively with rural youth. Writings of this type are grouped below. Additional information is often obtainable from the federal and state departments of agriculture and of education, and from the state colleges of agriculture and agricultural experiment stations, as well as from the several nation-wide private associations of farmers and farm young people.

A. THE OUTLOOK FOR RURAL YOUNG PEOPLE

2071. BAKER, O. E. *What is the Outlook for Boys and Girls on Farms?* Washington: U. S. Department of Agriculture, Extension Service, 1935. 15 p. mimeo.

A paper read at the Ninth National 4-H Club camp, Washington, D. C., 1935, dealing with trends in occupations, rural-urban migration, decentralization of industry, the commuter movement, the population prospect and some of its implications, the outlook for rural youth, and inheritance as the opportunity for rural youth. Charts show the increase and decrease in number of farms from 1930 to 1935, and birthrate trends.

2072. BOYNTON, AGNES M., AND KIRKPATRICK, E. L. *Improving Our Rural Civilization.* New York: American Country Life Association, 1938. Also, Washington: E. L. Kirkpatrick, American Youth Commission of the American Council on Education. 30 p. mimeo. (15 cents)

This is a stimulating outline for discussion prepared in advance of the 1938 meeting of the Youth Section of the American Country Life Association. After a presentation of major issues in present-day rural life, attention is directed toward cooperation as a means of improving rural life, and the place of leisure activities, such as handicrafts, fine arts, and other recreational pursuits. Lastly, a comparison and evaluation of philosophies for rural people is suggested.

2073. CHAPMAN, PAUL W. "What Has Farming to Offer America's Youth?" *Occupations* 16:134-7, November, 1937.

Assuming that our farm population remains fairly constant, agriculture can furnish employment for one-fourth of our young men and women annually. Points out factors which indicate a stabi-

lized or enlarged number of farm workers in the future. Compares incomes of rural and urban citizens and states that the farmers earn less money but own more property. Suggests desirable preparation for farming. Considers the greatest advantage attached is security and the greatest disadvantage the amount of capital necessary for efficient farm management. Believes that youth will continue to choose farm careers and will be rewarded by attaining freedom, personal satisfaction, and security.

2074. CLEMENTS, D. M. "The Problem of Out-of-School Farm Youth." *Agricultural Education* 7:125, 128, February, 1935.

Estimates that there are about 7,000,000 rural youth 18 to 25 years old living on farms, and about 6,000,000 in rural villages; of these approximately 10,000,000 are not in school. The problem is expressed as one requiring thoughtful planning by and counseling from adults awake to the decreased opportunities available to young people today, because of the possibility of young people in our country turning in the wrong direction through misguided attempts to solve their own problems.

2075. HARPER, EARL E. "The Mind of Youth." *National Education Association, Proceedings* 1931:212-15.

Finds the following fields of interest dominant among rural high school boys and girls: "vocational-educational"; "socio-moral"; religion; athletics; aesthetic development. "As far as I have discovered the interest among the tens of thousands of boys and girls in rural schools and high schools is not rural . . . Only occasionally do I find a boy or girl in rural schools who has the slightest intention of continuing a resident and working in the country in the days to come."

2076. HOLMES, ROY H. "The Modifying Influence of the Family-Farm upon Choice of Occupation." *Rural Sociology* 2:59-65, March, 1937.

The conflict between the desire to make an independent vocational choice and loyalty to the tradition of father-to-son ownership of a farm. For four years 500 rural citizens in Michigan have cooperated in a project concerning rural life and problems. This article quotes statements from the many letters received from farm people, dealing with parents' own wishes for their sons and the influence exerted by them, as well as by friends and teachers.

2077. KIRKPATRICK, E. L. "Forgotten Farmers." *Rural America* 11:3-5, May, 1933. Same, National Country Life Conference, *Proceedings* 15:139-45, 1932.

An address before the Michigan Rural Education Society on the situation of rural youth not in school, aged 15 to 24 years. Lists needs of this group mentioned by county school superintendents and agricultural agents, chiefly educational and social.

2078. KIRKPATRICK, E. L. *Rural Young People in Relation to Relief and Rehabilitation*. Special Circular. Madison: University of Wisconsin, College of Agriculture, Extension Service, 1935. 6 P. mimeo.

Summarizes the results of a questionnaire sent to teachers of rural sociology, school superintendents, county agricultural agents, and relief directors in Wisconsin. Replies indicated the need for special consideration of rural youth in a revised relief and rehabilitation program.

2079. KIRKPATRICK, E. L., AND BOYNTON, AGNES M. *Possibilities of a Rural Youth Movement*. Special Circular. Madison: University of Wisconsin, Agricul-

tural Extension Service, September, 1935. 13 p.

Considers the lack of a common goal one reason for the absence of an American youth movement. Discusses the functions of rural youth organizations and the changes in interests of rural young people. Outlines the needs and prospects for the future of these young persons. Includes a bibliography.

2080. KIRKPATRICK, E. L., AND BOYNTON, AGNES M. *What Kind of a Rural Life Do Young People Want?* Madison, Wisconsin: American Country Life Association, Student Section, 1935. 14 p.

A study plan for groups interested in discussing the most satisfactory life for rural youth. Considers their present situation; need for leisure-time activities, education, organizations, and vocations; philosophy of life. Discusses the contributions of rural life to our national life.

2081. MANNY, T. B. "Characteristics and Needs of Rural Youth in the 16-24 Age Group." *Agricultural Education* 7: 121-4, February, 1935.

Lists the following needs: occupational guidance, finding a place to work, personality development, preparation for marriage and the establishment of a home, participation in civic affairs. Institutions, professional persons, successful farmers and home-makers can help these young people organize and work out activity programs.

2082. MELVIN, BRUCE L. "Scope of the Research on Rural Youth Needed Today." *Social Forces* 15:55-8, October, 1936.

The critical status of rural youth. Some organizations serving this group of 11,000,000 young people, among them the Cooperative Extension Service of the U. S. Department of Agriculture, state colleges of agriculture, American Farm

Bureau Federation, Future Farmers of America, National Grange, Boy Scouts, and National Youth Administration. Research is especially needed in selected farm areas, in agricultural and industrial villages, in suburban and part-time farming areas. Lists specific problems needing attention. Mentions research studies in progress, including Edmund de S. Brunner's cumulative studies of agricultural villages, and projects of the American Youth Commission and the Division of Social Research of the Works Progress Administration.

2083. MELVIN, BRUCE L. "The Situation Faced by Younger Adults." *Rural America* 14:9-12, October, 1936.

The social and economic aspects of young people's problems, with particular reference to rural youth. The aims of normal young adults are: to become securely established in a life work, to find a mate, and to acquire guiding ideals. Tells of young persons stranded on farms and in villages, and what measures for their relief need to be taken. Discusses population movements, occupational trends, and a federal program of home building.

2084. MERRITT, EUGENE. *Group Discussion and the Problems of Farm Young People*. Extension Service Circular No. 212. Washington: U. S. Department of Agriculture, Extension Service, 1935. 15 p. mimeo.

Presents some of the better discussion procedures used by extension workers, but not the detailed outlines. Covers such topics as the problems of rural youth, subjects for groups, selection of groups, leaders' preparation, and illustrates the discussion method.

2085. MERRITT, EUGENE. *What Is the Opportunity in Agriculture for the Farm Boy?* Extension Service Circular 214.

Washington: U. S. Department of Agriculture, Extension Service, Division of Cooperative Extension, 1935. 12 p.

Discusses the reasons for and significance of the increasing number of young persons on farms in recent years. Points to the necessity for the majority of farm youth to learn non-agricultural trades and to become aware of the outlook for different occupations.

2086. PLATT, FERRY L., JR. "Training Rural Youth to Lead." *Womans Press* 31:430-1, October, 1937.

Explains some reasons why older rural youth in villages and on farms have restricted privileges and opportunities. The scattered population accounts for the difference in educational facilities and cultural benefits so evident between rural and urban communities. Migration to the cities has deprived farming districts of some of the youth leadership which might have been expected. Non-governmental agencies are badly needed to spread their influence for social and moral growth. Speaking of a possible shift of social purposes by future leaders of our government, the author says: "But liberal rural people also need minority institutions — churches, farm organizations and cooperatives — through which they can exercise effective criticism of the majority will incorporated in government policy."

2087. RURAL AMERICA. *Rural Youth Number*. *Rural America* 15:1-16, April, 1937.

Short articles dealing with local group activities, programs for older youth, and social policies affecting rural young people. Aubrey Williams writes concerning the National Youth Administration, Homer P. Rainey on the American Youth Commission, and others on such subjects as the American Youth

Congress, vocational agriculture, a co-operative way of life, and a survey of what young persons in four Tennessee counties are thinking.

2088. SANDERSON, DWIGHT. "New Problems of Rural Youth." *Research Memorandum on Rural Life in the Depression*, 68-78. Bulletin 34. New York: Social Science Research Council, 1937. 169 p.

Arising out of the recent depression are many rural problems deserving careful study, chiefly those relating to the situation of young people ready for careers. Opportunities in farming have decreased along with job openings in towns and cities. Without an extensive census it is impossible to know how many rural youth have remained on farms and are being denied the normal satisfactions of adulthood. "As yet there seems to be no evidence of any widespread decadence in the spirit of rural youth or of a general attitude of frustration on their part", according to the author, but there are more idle boys and girls past school age than in other years. They need jobs, group activities, vocational guidance and preparation, study and library facilities, and more attention from local organizations directed toward their plight.

2089. ULM, AARON HARDY. "The March of Youth into Farming." *New Outlook* 162:53-4, November, 1933.

Discusses the gradually increasing surplus of young persons on farms and warns that "any program of farm relief or long-time national policy as to agriculture, which does not take account of maturing youth on farms, is likely to run into unexpected difficulties."

2090. U. S. DEPARTMENT OF AGRICULTURE, AGRICULTURAL ADJUSTMENT ADMINISTRATION. *Opportunities Ahead*

for Rural Youth. Washington: U. S. Department of Agriculture, 1935. 8 p.

Five sections: Why Choose Farming As a Life Work?; The Farm Crisis of 1932; A Fair Deal for Farmers; The Farmer's Choice for Continued Adjustment; Long-time Planning Opens Way for Rural Youth.

2091. WILEDEN, A. F. "'Neglected' Youth — What About Them?" *Rural America* 12:10-11, May, 1934.

The upper-age group of rural young people comprises this "neglected" portion of the youth in villages and on farms. They are beyond 4-H Club, Boy Scouts, and Girl Scouts age limits, or at least interest limits. Their problems seem to be concerned with: vocational choice, family education, personality development, and participation in community life.

2092. WILEDEN, A. F. *What Kind of Rural Life Have Young People Reason to Expect in the United States?* Washington: U. S. Department of Agriculture, Extension Service, 1935. 18 p.

A discussion of what young people want in rural life: work with pay, a satisfying social and personal life, a good education, a chance to share in public affairs, and a home and family of their own, with an evaluation of these desires in terms of their reasonableness when past trends and present prospects are taken into consideration. These desires seem justified, according to present-day standards.

B. RURAL GIRLS

2093. HATCHER, O. LATHAM. *Rural Girls in the City for Work*. Richmond, Va.: Garrett and Massie, 1930. 154 p.

A survey of a group of 255 rural girls living in a city; their backgrounds; reasons for coming to city; their experi-

ences; whether their hopes had been realized. Recommends guidance for girls still living in the country.

2094. MILLER, NORA. *The Girl in the Rural Family*. Chapel Hill, N. C.: University of North Carolina Press, 1935. 180 p. (\$1.50)

Case studies of out-of-school rural girls from various types of families, such as dependent, mountain farm, cotton, tobacco, potato farm, fishing community, and superior rural families. Chapters on guidance problems and community programs.

2095. WARREN, GERTRUDE L. *The Social and Economic Problems of the Farm Girl*. Extension Service Circular 159. Washington: U. S. Department of Agriculture, Extension Service, Division of Cooperative Extension, 1931. 33 p. mimeo.

Treats the farm girl in relation to world youth movements, to adults, and to her situation in her home in the country or in the city, if she moves there.

C. EDUCATIONAL NEEDS OF OUT-OF-SCHOOL RURAL YOUTH

2096. LARRIVIERE, A. "Aiding Out-of-School Farm Boys to Establish Themselves in Farming Thru Part-time Education." *Agricultural Education* 8:140-1, March, 1936.

A vocational teacher in Louisiana maps a long-time program for rural boys and young men to follow.

2097. LARSON, L. R. "The Forgotten Man in Agriculture." *Agricultural Education* 7:154-5, April, 1935.

The work of part-time schools in the neighborhood of Beaver Dam, Wisconsin, and the attempts made to interest

the young farmers who have been out of school for several years. Tells of the courses offered, with dairying leading in popularity; the recreational period following the meetings; the distances from which the boys come; and urges more attention be given to the problem of the youth aged 16 to 25 years.

2098. LAWRENZ, H. L. "Part-time Education in Thomson Township Schools." *Agricultural Education* 8:9, July, 1935.

Describes part-time classes in this Minnesota district for rural boys and girls who wish to learn more about farming and farm homes. Whether they are graduates of high school or not, there is something to be gained from these classes.

2099. PULKRAEBEK, L. L. "Methods of Reaching Farm Boys Who Are Out-of-School." *Agricultural Education* 8:105, January, 1936.

A teacher of a part-time school in Windom, Minnesota, writes about ways in which boys have been interested in attending classes for farm youth.

2100. SASMAN, L. M. "Organizing and Conducting Part-time Classes for Farm Boys Out of School." *Agricultural Education* 8:56-8, October, 1935.

An outline developed by members of a class on "Problems of Rural Youth", at the Colorado State College of Agriculture in the summer of 1935. Several of the men had conducted part-time schools. Contains the following sections: A Form for Survey of Out-of-School Farm Boys, Methods and Problems of Recruiting Students, Organization of Part-Time Schools, Ways and Means of Organizing Courses of Instruction, Method of Conducting the Part-Time School, Recreational and Social Program, Supervised Practice Program, Organization of

Young Men's Agricultural Associations or Young Farmers' Clubs, Placing Part-Time Pupils.

2101. STARAK, J. A. "Our Forgotten Rural Youth." *Midland Schools* 49:292-3, 308, May, 1935.

Refers to boys and girls of rural Iowa who are of school age but not in school, the differences in educational opportunity for different sections of the state, the lack of educational facilities for many farm children and young people, and the need for a revised curriculum and more emphasis on vocational training for these boys and girls. Deplores the limited range of leisure-time activities and cultural interests of many rural young people, and makes a plea for changes in Iowa's school system.

2102. U. S. OFFICE OF EDUCATION. *Report of Conference on Out-of-School Farm Youth, 1934.* Washington: U. S. Office of Education, 1934. 12 p. mimeo.

Needs of these young people for an educational program and suggestions for states to follow in setting up such programs.

D. VOCATIONAL GUIDANCE FOR RURAL YOUTH

2103. BRUNNER, EDMUND DE S., AND OTHERS. "Vocational Guidance in Village High Schools." *Teachers College Record* 39:218-29, December, 1937.

Notes the great increase from 1930 to 1936 in the number of village high schools offering vocational guidance, despite such limitations as small budgets, untrained personnel, and lack of outside specialists' advice. One-half of America's children live in rural sections and half of these will probably migrate to cities by the time they are 21 years old. Among information gathered from 60

high schools was the fact that the vocational interests of the 1937 graduates showed a much wider range than the interests of the students queried in Brunner's 1924 study.

2104. EXTON, ELAINE. "Vocational Guidance: A Way Out for Rural Youth." *Rural America* 15:7-8, November, 1937.

Calls attention to the growing need for guidance for farm boys and girls who must find jobs in industry in towns and cities. Asks what agencies are best suited to furnish occupational information and to assist youth to determine their aptitudes. Asks how programs of guidance will be financed and supervised. Cites examples of pioneering projects in Breathitt County, Kentucky, and Craven County, North Carolina.

2105. HATCHER, O. LATHAM, AND FERRISS, E. N. *Guiding Rural Boys and Girls.* New York: McGraw-Hill, 1930. 326 p.

The author's experience in counseling and research among rural young people gives this book value to teachers, supervisors, county school superintendents, and others concerned with advising these boys and girls. Suggests flexible programs suitable for a school or larger unit, aids in understanding the problems of farm youth, particularly the question of city life versus country life.

2106. MELVIN, BRUCE L. "A Rural Youth Guidance Institute." *Rural America* 15:14, December, 1937.

Reviews the proceedings of a meeting called by the Alliance for Guidance of Rural Youth in Washington in November, 1937. Emphasis was given to the needs of young people in the southern mountains for vocational education and counseling, rural placement services, and for information about rural occupations.

2107. MORGAN, ARTHUR E. "Guidance for Rural Youth: Vocational Possibilities in the Southern Uplands." *Occupations* 13:773-80, June, 1935.

Describes unusual vocational opportunities, with special reference to young people in the Southern Highlands, and the necessity for guidance in public schools to help rural youth in finding places in the world of work. Advocates a long-range program of vocational guidance.

2108. MORGAN, ARTHUR E. *Some Suggestions for a Program to Promote Better Opportunities for Rural Young People, Especially in the Southern Highlands*. Richmond, Virginia: Southern Woman's Educational Alliance, 1935. 16 p. mimeo.

An address at a discussion meeting of the Alliance at Atlantic City in 1935, with the theme "Better Aids for Rural Young People." Suggests some new vocational opportunities for mountain youth.

2109. SOUTHERN WOMAN'S EDUCATIONAL ALLIANCE. *Conference on Guidance Aids for Rural Young People*, March, 1934. Richmond, Virginia: Southern Woman's Educational Alliance, 1934. 22 p. mimeo.

Conference held in March, 1934, at Washington, D. C. The personnel, program, and findings of this conference, in which specialists from governmental agencies and other interested persons participated.

2110. SOUTHERN WOMAN'S EDUCATIONAL ALLIANCE. *What High School Boys and Girls in Breathitt County "Want to Be" and "Want to Know"*. Richmond, Va.: Southern Woman's Educational Alliance, 1934. 14 p. mimeo.

Following a general introduction to the subject, there is a tabular presentation of the occupational interests and choices of 318 high school pupils of the county.

E. RECREATION FOR RURAL YOUTH

2111. BROOKS, LEE M., AND SMITHSON, WILLIAM C. "The Leisure and Esthetic Interests of the Rural Child." *Recreation* 29:341-3, October, 1935.

A study of the school children of a fairly progressive agricultural section in North Carolina made by a group of university students. Responses indicated their desire for more unity between church and social, recreational, and organizational activities.

2112. FRAYSER, MARY E. *The Play and Recreation of Children and Youth in Selected Rural Areas of South Carolina*. Bulletin No. 275. Clemson College, S. C.: Agricultural Experiment Station, 1931. 67 p.

Data on the inadequacy of facilities in several counties for playing games, athletics, dramatics, community singing, and church activities.

2113. GARDNER, ELLA, AND LEGG, C. E. *Leisure-time Activities of Rural Children in Selected Areas of West Virginia*. U. S. Children's Bureau Publication No. 208. Washington: Government Printing Office, 1931. 86 p.

A survey of the opportunities for recreation, the amount of time available, and prospects of improving rural programs in five counties.

2114. MELVIN, BRUCE L. "Rural Emergency Recreation and Future Rural Social Planning." *Rural Sociology* 1:214-20, June, 1936.

The achievements of Works Progress Administration leaders of rural recreation projects in a program which aims to provide facilities for recreation and at the same time furnish work for the unemployed. The work has met with varied

success in different states; two with outstanding records are New Hampshire and Mississippi. In Mississippi a youth program has been developed which provides for spiritual, mental, physical, and social expression through glee clubs, vesper services, debates, forums, sports, and social functions.

F. CLUBS FOR FARM BOYS AND GIRLS

2115. BOUTWELL, WILLIAM D. "Our Future Farmers." *School Life* 20:77, December, 1934.

Briefly describes the Future Farmers of America, its purpose, growth, and membership; and the 1934 annual convention in Kansas City.

2116. BOYD, FRED; OYLER, MERTON; AND NICHOLLS, W. D. "Rural Organization Contacts in Three Kentucky Communities." *Agricultural Experiment Station Bulletin* 350. Lexington: Kentucky Agricultural Experiment Station, 1934. p. 111-40.

Statistics on the number of young people coming into contact with organizations such as 4-H Clubs, Hi-Y, Girl Reserves, Christian Endeavor, B. Y. P. U., Future Farmers, Home Economics Clubs, and Debate Clubs. The residents of these communities were grouped according to age and comparisons were drawn on this basis.

2117. JOY, BARNARD D. *Statistical Analysis of Trends in 4-H Club Work, With Special Reference to 1935*. Extension Service Circular 247. Washington: U. S. Department of Agriculture, Extension Service, Division of Cooperative Extension, 1936. 29 p. mimeo.

Tables and charts show enrollment figures by years for boys and girls in 4-H clubs, enrollment per county extension agent, percentage of completed projects, percentage of members who re-enroll, age

of members, numbers of local clubs, and related data. There is also information concerning the activities of members and leaders, and the outlook for future expansion of the program.

2118. McDERMOTT, WILLIAM F. "Rebirth of the Barefoot Boy — and Girl." *Rotarian* 51:26-30, November, 1937.

How the national 4-H club movement began; its early leadership; how it is financed. What the 1,145,000 young members are doing to create a better rural life. Describes numerous activities which local units enjoy: dramatics, music, participation in fairs and exhibits, raising prizewinning livestock and crops, home-making arts, earning money for school by their own initiative, beautification and conservation projects — all on limited finances. The importance of 4-H work is demonstrated by the magnitude of the annual convention in Chicago sponsored by the National Committee on Boys' and Girls' Club Work. Last year over \$100,000 in awards and scholarships was distributed among these enterprising boys and girls.

2119. PITTS, F. NEWTON. "Extra-Curricular Education for Rural Youth." *Catholic Educational Review* 35:193-208, April, 1937.

Although the educational values of out-of-class activities promoting cultural, social, and vocational interests are increasingly appreciated, there is relatively little opportunity to maintain them in rural and village schools. Most significant is the 4-H Club, a powerful agent for good. Discusses its achievements, benefits of membership, and the age-group served. Favors a separate Catholic 4-H Club, since with a broadening of objectives the program is becoming more religious and character-building in tone. Asks, "Can we permit our Catholic boys and girls to participate?"

2120. ROSS, W. A. "What Do You Mean — F. F. A?" *School Life* 21:94-7, December, 1935.

The executive secretary of the Future Farmers of America, from the U. S. Office of Education, explains the purpose, scope, origin, administration, and membership of the organization. The aims are to promote leadership, scholarship, sportsmanship, character development, cooperative endeavor, thrift, improved agriculture, organized recreation, citizenship, and patriotism.

2121. SMITH, C. B. *Boys' and Girls' 4-H Club Work*. Miscellaneous Circular No. 77. U. S. Department of Agriculture, Extension Service, Division of Cooperative Extension. Washington: Government Printing Office, 1926 (revised 1935). 14 p. (5 cents)

Discusses the object of club work, the various kinds of projects, how the 4-H program is organized, membership, and problems to be met by local clubs and the national organization. In the United States there were 922,000 rural boys and girls belonging to 57,400 4-H clubs in the year 1933, out of a total of approximately 12,500,000 rural youth aged 10 to 20 years in villages and open country.

2122. U. S. DEPARTMENT OF AGRICULTURE, EXTENSION SERVICE. *Recommended Policies Governing 4-H Club Work*. Report of the National Committee of the Land-Grant Colleges and the U. S. Department of Agriculture on 4-H Club Work. Washington: U. S. Department of Agriculture, Extension Service, Division of Cooperative Extension, May, 1935. 21 p. mimeo.

This committee was formed in 1931 to study and submit recommendations covering objectives of club work, relationships to schools and youth organiza-

tions, membership problems, prizes and awards, and measurement of the results of the total program. Presidents and deans of land-grant colleges, state extension directors, county agents, home demonstration agents, 4-H club leaders, and representatives from the federal Extension Service served on the sub-committees.

2123. WARREN, GERTRUDE L. "4-H Club Work." *Journal of Social Hygiene* 23:411-14, November, 1937.

In 1937 there were over 1,200,000 boys and girls enrolled in 4-H clubs. Their activities are here described. Miss Warren says, "Surprising accomplishments have been observed by leaders after young people have developed those ideals that make for progressive rural leadership. Among such ideals the most noticeable have been those that have brought about effective service in the home, on the home farm, and in the home community, often leading to the visible improvement of the whole community."

2124. WARREN, GERTRUDE L. *A Great 4-H Club Year*. National Report, 1935. Extension Service Circular 253. Washington: U. S. Department of Agriculture, Division of Cooperative Extension, 1936. 27 p. mimeo.

Contains news of current developments, new studies under way, organization and supervision of club work, service activities of clubs; and the results of demonstrations in crops, livestock, health, clothing, home arts, and conservation as well as reports of group activities in exhibits and judging, camps, dramatics and music, and community improvement.

G. ORGANIZATIONS FOR OLDER RURAL YOUTH

2125. ALEXANDER, W. A. "The Young Farmers' Club." *Agricultural Education* 8:121-5, February, 1936.

How membership in this club in Bowling Green, Ohio, has benefited a group of young men and boys interested in vocational agriculture, recreation, and civic affairs.

2126. BLISS, R. K. "Older Youth Run Their Own Show: Play Active Part in Community Life." *Extension Service Review* 6:69-70, June, 1935.

Tells of the clubs formed by the young men and women over 4-H Club age in Iowa for educational and social purposes; there are approximately 2,500 young people between the ages of 20 and 30 active in 46 such organizations.

2127. DERRICK, M. K. "Rural Young Adult Clubs." *Hoosier Farmer* 21:10, 34, April, 1936.

The demand for group activities for rural young adults has resulted in leadership training camps during the summer months, sponsored by the Farm Bureau department of education. Discusses the county study clubs in Indiana and their success.

2128. EXTENSION SERVICE REVIEW. "Youth in a Missouri County Plan Their Own Program of Self-Improvement Studies." *Extension Service Review* 6:104, August, 1935.

Young people of Jackson County, former 4-H club members and non-club members, joined in monthly meetings for cultural and recreational purposes. Activities included debate, drama, study of current events, and discussion of agricultural problems.

2129. BURDGE, A. M. "Educational, Social, and Cooperative Activities Interest Young Farmers at Castalia, Ohio." *Agricultural Education* 6:170, May, 1934.

The organization and activities of a year-round program of the Young Cooperative Farmers' Club. Mentions part-time class work in agricultural subjects.

2130. CAPPER, ARTHUR. *Give Farm Youth a Chance*. Washington: U. S. Department of Agriculture, Extension Service, Division of Cooperative Extension, 1934. 3 p. mimeo. An editorial in *Capper's Farmer*, February, 1934.

Describes the Farm-Family Partnership Agreements of Minnesota as typical of the kind of work which should be done for farm young people above 4-H Club age and not yet living in their own homes.

2131. CHARLES, F. E. "Youth Takes the Wheel." *Successful Farming* 33:12-13, 49-51, May, 1935.

The activities of three classes of rural young people directed toward creating a better rural life: Smith-Hughes students, 4-H Clubs, and the newly-developed groups of older youth, 18 to 30 years of age. "The destiny of American agriculture rests upon the use to which today's rural young people put their in-between years."

2132. EZELL, JACK, JR. "The Future Farmer Alumni in Tennessee as Community Builders." *American Farm Youth* 2:6, April, 1936.

Describes the building of the Ogleby Community Center in Davidson County, Tennessee, as an example of planned recreational programs for rural young people.

2133. FITZSIMMONS, CLEO. "Rural Youth in Illinois." *Journal of Home Economics* 29:311-12, May, 1937.

An account of a growing movement among Illinois young people above the 4-H Club age of interest, but out-of-school and not in business for themselves,

or homemaking. County clubs have been formed, with programs varying according to each community's wants. They are advised by the extension service of the University of Illinois. Activities which have been found most popular are listed. This seems to be a great opportunity for different phases of adult education, as well as for social and recreational advantages.

2134. GOULD, CHARLES. "Better Organization for Rural Young People." *Rural America* 14:9-11, April, 1936.

Describes the work of the Idealia County Junior Farm Bureau in Iowa and the initiative being displayed in many other localities of the state by young persons wanting to organize.

2135. IOWA STATE COLLEGE OF AGRICULTURE AND MECHANIC ARTS. *Young Farmers' Forums: Organization and Program Plans*. CD-79. Ames: Iowa State College of Agriculture and Mechanic Arts, Extension Service, 1934. 5 p. mimeo.

Estimates the numbers of young men and women in rural sections of Iowa; their need for social and educational organizations; what progress has been made through clubs, particularly those for young farmers; and mentions the work which has been done in other states for this older group of farm youth.

2136. KIRKPATRICK, E. L., AND BOYNTON, AGNES M. "The Collegiate Rural Life Movement in America." *Rural America* 12:6-7, April, 1934; and 13: 30-2, March, 1935.

A statement of the growth and purpose of this movement since its beginning in 1913 at the University of Illinois.

2137. KIRKPATRICK, E. L., AND BOYNTON, AGNES M. "Country Life Clubs

Among College Students." *Rural America* 14:11-12, February, 1936.

There are approximately 200 local collegiate clubs in state teachers' colleges, agricultural colleges, and endowed institutions, constituent members of the Student Section of the American Country Life Association. Their activities: regular meetings, extension and assembly programs, and state conferences.

2138. LINDSTROM, D. E. *Rural-Youth Studies in Illinois*. Washington: U. S. Department of Agriculture, Extension Service, Division of Cooperative Extension, 1934. 10 p.

Reported at the National 4-H Club Camp at Washington in June, 1934. The activities of farm and home advisers in behalf of the older rural youth, both in determining their interests and in helping them organize. Mentions the young people's rural life conference held at the University of Illinois and some of the groups represented, including the Adams County Young People's Group, Champaign County Rural Youth Group, Livingston County Older Girls' Group, McDonough County Country-Life Thrift Club, Piatt County Rural Life Improvement Club, and many others.

2139. MASON, JAMES K. "Farm Youth in Preparation for the Future." *Hoosier Farmer* 19:10, July, 1934.

Activities of rural youth in helping to bring about better conditions, with special reference to study clubs formed voluntarily by young people in Indiana.

2140. NIXON, MARGARET. "Young Farmers Have Opportunity." *Hoosier Farmer* 21:11, 24, January, 1936.

Sees such organizations as 4-H Clubs, Future Farmers of America, the National Grange, and the Farm Bureau satisfying the needs of rural people for social life.

understanding, and cooperation. Considers farming today a "thrilling intellectual challenge," because of the modern conveniences and improvements.

2141. NUNN, ALEXANDER. "The New Day for Farm Youth: Foretells a New Era in Agriculture." *Progressive Farmer* (Ky.-Tenn. edition) 51:26, 54, February, 1936.

Shows the development of organized activities and programs for rural youth for the past fifty years. Gives statistics on numbers attending high school, young men not in school and on farms, and adult farmers who were enrolled in 1934-35 in vocational agriculture classes.

2142. OGG, W. R. "A Program for Rural Youth." *Nation's Agriculture* 11: 5, 16, October, 1936.

The plans of the American Farm Bureau Federation for organizing rural young people from the ages of 18 to 25 into Junior Farm Bureaus. The educational and recreational features of this project will be carried on by the U. S. Office of Education, the Extension Service, Vocational Agriculture, National Youth Administration, Boy Scouts, Civilian Conservation Corps, and other agencies. A beginning has been made in Iowa and Michigan, and several other states are getting programs under way.

2143. PENNSYLVANIA STATE COLLEGE. *Senior Extension Clubs*. Project No. 908. State College: Pennsylvania State College, Division of Agricultural Extension, 1936. 10 p. mimeo.

Describes a project of the Agricultural Extension Service intended to serve rural youth above 16 years of age, who are not attracted by the 4-H Club or similar programs, due to changes of interest at this age.

2144. POTTS, J. F. "Lincoln Junior Farmers' Club." *Agricultural Education* 8:159, April, 1936.

The activities of a small club of former vocational agriculture students who keep up-to-date in farming methods through group projects. The membership since 1930 has averaged between 15 or 20 young men, the majority on small farms near Washington, D. C. Dairying is the most common enterprise in this locality.

2145. SHINN, E. H. *Trained Rural Youth, the Hope of the Present and Future*. Washington: U. S. Department of Agriculture, Extension Service, 1936. 2 p. mimeo.

A radio address delivered in the National 4-H Club program, April, 1936, urging more adequate formal education for farm youth and telling of the valuable work being done by the 4-H Clubs, the junior division of the National Grange, the Farm Bureau, Rural Scouts, and vocational agriculture classes supervised by the U. S. Office of Education.

2146. SMITH, C. B. *How Further May We Develop Our Rural Youth Work in the United States*. Circular No. 198. Washington: U. S. Department of Agriculture, Extension Service, 1934. 9 p. mimeo.

A paper given at the National 4-H Club Camp Leaders' Conference in Washington, 1934.

2147. THOMAS, ROY H. "Young Tar Heel Farmers." *High School Journal* 13: 85-91, February, 1930.

Describes the Young Tar Heel Farmer Camp owned and operated by an organization of students of vocational agriculture in North Carolina and furnishes details on the location of the camp, its site, the supervisor, the camp schedule,

the activity program, and other camp features. A number of examples are given of the type of supervised practice work carried out by agricultural pupils in various high schools in North Carolina.

2148. STACY, W. H. *Being Social Inventors—A Challenge to Country Youth.* CD-74. Ames: Iowa State College of Agriculture and Mechanic Arts, Extension Service, 1933. 6 p. mimeo.

States five objectives for rural youth groups and illustrates by means of local projects what can be accomplished in the way of recreational and educational programs for older boys and girls in rural sections.

2149. STREETER, CARROLL P. "Rural Youth 'Uprises'." *Farmer's Wife* 36:10, July, 1933.

Some of the activities of older rural young people who are determined to organize forces in an effort to better themselves and to provide their communities with vigorous leadership. Speaks of a rural youth movement.

2150. STREETER, CARROLL P. "Rural Youth is Restless." *Farmer's Wife* 37: 11, September, 1934.

Attitudes of young men and women 17 to 30 years old, living on farms, with respect to the scarcity of jobs, lack of recreation facilities, youth movements abroad, and the possibility of American youth joining similar groups. Believes they will find their places in home communities with the help and interest of their elders. Also sees an increasing number of organizations for rural young people.

2151. STREETER, CARROLL P. "'We're On Our Way', Say Rural Young Folks." *Farmer's Wife* 37:8, October, 1934.

How older youth clubs furnish some of the advantages denied so many young

people today. They are trying to make some contribution to the life of their communities, in addition to making pleasant social contacts, participating in study groups and in recreation programs for farm youth.

2152. WARREN, GERTRUDE L. "Programs for Farm Youth Based on Social and Economic Conditions." *Journal of Home Economics* 24:605-7, July, 1932.

Emphasizes the importance of well-trained leadership, training rural youth to contribute more to family life and to group enterprises, and helping them to develop a satisfactory life philosophy. Mentions present programs and their frequent need of revision to keep pace with the demands for constructive ideas.

H. RURAL YOUTH FORUMS AND CONFERENCES

2153. CLARK, ROBERT O. "Opportunities for Rural Youth." *Rural America* 15:9, November, 1937.

Brief report of the first Ohio Conference of Rural Young People, sponsored by Ohio State University, the state Grange, the state Farm Bureau, the Agricultural Extension Service, Christian Youth Council of Ohio, county school superintendents, rural churches, and other groups. The meeting lasted four days and was attended by 230 farm young people between the ages of 18 and 25. Some of the addresses were: "What of the Future?", by Dr. O. E. Baker; "Friendship and Marriage", by Reverend Roy A. Burkhardt; "Choosing Your Life's Work" and "Personality Development", by Dr. Frank Slutz.

2154. DEYOE, G. P.; BOYNTON, AGNES M.; AND KIRKPATRICK, E. L. *Rural Communities Challenge Wisconsin Young People.* Rural Youth and Rural Life Series, Special Circular. Madison: Extension

Service of the College of Agriculture, University of Wisconsin, June, 1936. 11 p. mimeo.

An interesting account of the fourth Wisconsin Collegiate Country Life Conference, held at the University of Wisconsin, May 9, 1936. A panel discussion and group meetings provided an opportunity for the 400 young delegates to exchange ideas on rural educational opportunities, leisure time interests, and a richer community life.

2155. INSTITUTE OF RURAL ECONOMICS. "Young People Consider Rural Life." *Viewpoints on Economic and Social Issues, Lectures and Discussions, 1935:209-20*. New Brunswick, N. J.: Institute of Rural Economics, Rutgers University.

One hundred and ten rural young persons from New Jersey between the ages of 18 and 25 participated in a panel discussion on farm life in the state. They were invited to the meetings of the Institute because of their active leadership in agriculture, rural affairs, and home-making projects.

2156. KANSAS RURAL LIFE CONFERENCE. *Proceedings, 1935*. Manhattan, Kansas: Kansas State College. 46 p. mimeo.

A conference for rural young men and women, sponsored by the Collegiate 4-H Club of Kansas State College, held in March, 1935. The theme was "Better Rural Living", and it was hoped that county and state organizations might be developed for this older group of rural youth. Among the addresses given were: Social Adjustment, by E. L. Kirkpatrick; Opportunity in Agriculture for Farm Youth, by Eugene Merritt; and What Kansas Rural Youth Can Contribute to Better Rural Living, by E. L. Kirkpatrick.

2157. KIRKPATRICK, E. L., AND BOYNTON, AGNES M. *A Satisfying Life for*

Rural Young People. Madison, Wisconsin: National Conference of the Student Section, American Country Life Association, 1935. 9 p. mimeo.

A summary of discussion meetings dealing with community relations and organizations, standards of living, employment, free-time activities, informal education, and real values in rural life.

2158. KIRKPATRICK, E. L.; BOYNTON, AGNES M.; AND DEYOE, G. P. *Rural Life for Wisconsin Young People*. Special Circular. Madison: University of Wisconsin, College of Agriculture, Extension Service, 1935. 8 p. mimeo.

A report of the findings of the third State Collegiate Country Life Conference, 1935.

2159. KIRKPATRICK, E. L., AND SWOBODA, WINIFRED. "Discovering Farm Youth." *Rural America* 12:10-11, January, 1934.

Summarizes the results of a questionnaire submitted to delegates to the Student Section of the American Country Life Association in 1932, on the needs of rural youth 15 to 25 years of age, including their college plans and club activities.

2160. MOON, LAEL. "Youth Section Participates in Model Congress." *Rural America* 15:11-12, December, 1937.

Representatives of the Youth Section of the American Country Life Association were invited to contribute to the fourth annual meeting of the American Youth Congress, convening in Milwaukee in July, 1937. Rural groups with representation were the Older 4-H clubs, Future Farmers of America, Southern Tenant Farmers' Union, Southern Negro Youth Congress, Wisconsin Youth Congress, and various others. The article explains the purpose of the convention, the part played by the Youth Section, pro-

cedures, resolutions adopted and accomplishments which concerned rural conditions. It is hoped that the American Youth Congress will grant increasing recognition to its rural constituency in order to create a balance between the urban and industrial elements on one hand and rural on the other.

2161. PEARSON, J. H. "Conference on Out-of-School Farm Youth." *Agricultural Education* 7:67, November, 1934.

The conference was held at the U. S. Office of Education in September, 1934, to draft a program for out-of-school rural youth between the ages of 16 and 25 who are interested in following agricultural careers. Includes digests of committee reports, with such titles as "Placement", "Analysis of the Needs of Farm Youth", and "General Objectives."

2162. ROSS, W. A. "Summary of Panel Discussion on Out-of-School Farm Youth." *Agricultural Education* 7:124, February, 1935.

Conclusions and recommendations arising from discussion at a meeting of the American Vocational Association. "The group to be served must be enlarged beyond that of either former students of vocational agriculture or those who have dropped out of school. It must be all-inclusive with respect to out-of-school farm youth who need further training to meet changing economic and social conditions."

2163. RURAL AMERICA. "Youth and National Planning." *Rural America* 13: 10-12, January, 1935.

An account of discussions on the benefits of the Agricultural Adjustment Administration, subsistence homesteads, the Tennessee Valley Authority, the outlook for rural rehabilitation, and other subjects at the annual conference of the Student Section of the American

Country Life Association in Washington, 1934.

2164. RURAL AMERICA. *Rural Youth Size It Up*. *Rural America* 15:2-16, December, 1937.

This issue is devoted to the proceedings of the Youth Section convention of the American Country Life Association held in Manhattan, Kansas, in October, 1937. Dr. E. L. Kirkpatrick and Agnes M. Boynton have written on "Conserving the Best in Rural Life" and "Learning to Use Leisure Wisely"; Bruce L. Melvin on "A Rural Youth Guidance Institute"; Carl C. Taylor of the U. S. Department of Agriculture on "What Shall We Conserve in Rural Life?"; and others on "Kansas Rural Life Association", "Farm Youth Size It Up", "Illinois State Rural Youth Conference", "Older Rural Youth Extension Workers Hold Conference", and related topics.

2165. STIMSON, C. R. "For a Better Rural Youth." *Cornell Countryman* 32: 79, May, 1935.

An account of the first New York State Rural Youth Conference in April, 1935, held at Cornell University.

2166. U. S. DEPARTMENT OF AGRICULTURE, EXTENSION SERVICE. *Stated Problems of South Carolina Young People. Conference, September, 1935*. Washington: U. S. Department of Agriculture, Extension Service, 1935. 5 p. mimeo.

At a State Extension Conference in South Carolina 50 young people were given the opportunity to list problems pertaining to the 16 to 25 year old group. Nineteen papers were handed in under the heading of personal, family, and community problems.

2167. UNIVERSITY OF WISCONSIN. *A Challenge to Youth*. Wisconsin Collegiate Country Life Conference, Proceed-

ings, 1934. Madison: Agricultural College Extension Division, June, 1934. 8 p. mimeo.

Youth and community, youth and jobs, rural life clubs. A satisfying philosophy of life for rural people should be based on the principle that social change must be accomplished through facilities made available to everyone for cultural and recreational expression.

2168. UNIVERSITY OF WISCONSIN. *Conserving the Best in Rural Communities*. Rural Youth and Rural Life Series. Special Circular, October, 1937. Madison: Extension Service, College of Agriculture. 12 p. mimeo.

A summary report of the first Wisconsin Collegiate Rural Life Conference, held in May, 1937, and attended by delegates from 19 institutions. Includes comment upon the panel discussion; forum; smaller group discussions; special interest activities, such as puppetry, handicraft, and games; and the main address, by W. C. Coffey of the University of Minnesota, "Youth Yesterday, Today, and Tomorrow."

2169. WISCONSIN AGRICULTURE. "Youth Problems Discussed at Third Wisconsin Rural Leaders Conference: Leaders and Farm Youth Make Future Plans." *Wisconsin Agriculture* 62:8, 12, August 31, 1935.

This conference was conducted by members of the Department of Rural Sociology of the University of Wisconsin and was attended by representatives of parent-teachers' associations, the National Grange, Farm Bureau, Farmers' Union, young people's clubs, and other interested persons.

I. SURVEYS OF RURAL YOUTH

2170. ANDERSON, W. A. *Mobility of Rural Families. II. Changes in Residence and in Occupation of Sons and Daughters in Rural Families in Genesee County, New York*. Bulletin No. 623. Ithaca, N. Y.: Cornell Agricultural Experiment Station, 1935. 37 p.

A study of 7,381 children of 2,539 farm families, which reveals the percentage of those leaving their homes, when they leave, where they go, what occupations they follow, what educational preparation they possess. Analyzes the social implications of this mobility.

2171. ANDERSON, W. A. *Rural Youth: Activities, Interests, and Problems. I. Married Young Men and Women 15 to 29 Years of Age*. Bulletin 649. Ithaca, N. Y.: Cornell University Agricultural Experiment Station, May, 1936. 53 p.

The results of a survey made by the Tompkins County, New York, Development Association and the Department of Rural Social Organization, College of Agriculture, Cornell University. The data were secured by personal interviews with 347 young people, representing 25 per cent of the total young married group in the county, and cover backgrounds, employment histories, leisure-time activities, recreational preferences, what communities can do to help. Includes copy of questionnaire used.

2172. ANDERSON, W. A. *Rural Youth: Their Activities, Interests, and Problems. II. Single Young Men and Women 15 to 29 Years of Age in Tompkins County, N. Y.* Ithaca, N. Y.: Cornell University, Department of Rural Social Organization, February 21, 1936. 6 p. mimeo.

The Tompkins County Development Association cooperated in gathering the information summarized in this report.

Includes 758 cases, representing 26 per cent of the unmarried rural youth in the county. Results indicate the need for organized recreational activities and, to some extent, adult education.

2173. ANDERSON, W. A., AND KERNS, W. *Interests, Activities, and Problems of Rural Young Folk. II. Men 15 to 29 Years of Age.* Bulletin No. 631. Ithaca, N. Y.: Cornell University Agricultural Experiment Station. May, 1935. 43 p.

After leaving 4-H Clubs, rural youth feel a great need for athletic or social and recreational clubs conducted on a community basis. This study deals with 307 young men in Genesee County, New York.

2174. BALDWIN, BIRD T.; FILLMORE, EVA A.; AND HADLEY, LORA. *Farm Children.* New York: D. Appleton, 1930. 337 p. (\$4.00)

A study of characteristics of rural children in representative Iowa communities as related to their opportunities; the history of the community, environment of the children, their physical and mental development; and in conclusion, the individuality of each community.

2175. BRUNDAGE, A. J., AND WILSON, M. C. *Situations, Problems, and Interests of Unmarried Rural Young People 16-25 Years of Age. Survey of Five Connecticut Townships, 1934.* Extension Service Circular 239. Washington: U. S. Department of Agriculture, Extension Service, Division of Cooperative Extension, April, 1936. 47 p. mimeo.

The purpose of this study was to discover what was needed in an extension program for older farm youth. It was concluded that the situation of these young people was not discouraging, but there is a demand for training in farming and homemaking methods and for vocational guidance. Tables show types

of homes, educational and economic status, ways of earning and spending money, life insurance and property owned, vocational interests, membership in organizations, social life, and other facts.

2176. DENNIS, W. V. *Organizations Affecting Farm Youth in Locust Township, Columbia County, Pennsylvania.* Bulletin No. 265. State College, Pa.: State College Agricultural Experiment Station, 1931. 43 p.

This study revealed the lack of recreational activities and social contacts for these young persons. School and church furnished what facilities there were and could become more effective. The amount of social activity was found to be in direct proportion to the extent of property accumulation.

2177. DENNIS, W. V. "A Report of a Study of Organizations Affecting Farm Youth in Three Areas in Pennsylvania." American Sociological Society, *Proceedings* 1929, Vol. 24:198-201.

The study was made in Tioga County, four townships in Chester County, and Locust Township, Columbia County. The following conclusions are drawn: "1. There are very few organizations of young people, and such as exist are relatively ineffective. 2. Adult organizations, with the possible exception of a few churches, have no program for youth. 3. There is a tendency to centralize the activities of youth at the consolidated school or at the high school. 4. Commercialized recreation is causing a marked disintegration of neighborhood activities."

2178. DENNIS, W. V. *Social Activities of the Families in the Unionville District, Chester County, Pennsylvania.* Bulletin 286. State College, Pa.: Pennsylvania Agricultural Experiment Station, 1933. 24 p.

A study of 596 farm families, of which 493 included children. There were 504 children from 5 to 13 years of age, and 453 from 14 to 21 years of age. Tables show the extent of participation of young persons in the organizational life of the community, including clubs, lodges, and church; and in the non-organizational life, which included fairs, all social events, moving pictures, trips, and other recreational activities.

2179. EXTENSION SERVICE REVIEW. "More Recreation Needed, Plea of Older 4-H Club Girls." *Extension Service Review* 6:109, August, 1935.

Responses by club leaders to a questionnaire circulated by the American Home Economics Association indicated that rural girls 16 to 21 years of age want more recreational and social activities. It was suggested that these girls be organized with boys of their age into community clubs which would furnish the desired social contacts.

2180. FORSYTH, F. HOWARD. *Social Structure and Disorganization of Youth in Iowa Rural Relief Households*. Ames, Iowa: Iowa State College Library, 1936. 131 p.

The sociological significance of youth, recent studies of youth, and an investigation of the conditions of young persons in relief families. A graduate thesis.

2181. FRAYSER, MARY E. *Attitudes of High School Seniors Toward Farming and Other Vocations*. Bulletin 302. Clemson, S. C.: Agricultural Experiment Station, 1935. 32 p.

High school seniors, 924 white and 566 Negro, supplied the material for this study through questionnaires issued in 1932 and 1935. It was hoped that reactions to farming as an occupation would

prove helpful to rural workers in making farm life more attractive to young people. Gives information concerning the ages, home conditions, reasons for dissatisfaction with farm life, college plans, and vocational choice.

2182. HAMILTON, C. HORACE. "The Annual Rate of Departure of Rural Youths from Their Parental Homes." *Rural Sociology* 1:164-79, June, 1936.

Factors which influence the rate of leaving; a description and evaluation of the method of measurement used; and an analysis of the results of the application of this method. The study concerns 1,703 rural families living in five North Carolina counties. The material in this article chiefly relates to sex differences, economic situation, relief versus non-relief status, Negro and white differences, and tenure status. Findings corroborated the belief that economic conditions are the primary factor in the rate of departure of young persons from their farm and village homes.

2183. HULETT, J. E., JR. *Rural Youth on Relief*, February, 1935. Research Bulletin H-5. Washington: U. S. Federal Emergency Relief Administration, Division of Research, 1935. 25 p. mimeo.

Statistics of young people in rural homes on relief, and the trend from direct relief to resettlement for the period February, 1935, to May, 1935. This does not mean that the status of the majority of farm youth has improved, according to observations of relief administrators.

2184. HYPES, J. L.; RAPPORT, V. A.; AND KENNEDY, E. M. *Connecticut Rural Youth and Farming Occupations*. Bulletin 182. Storrs, Conn.: Connecticut Agricultural Experiment Station, 1932. 48 p.

Present findings on the percentage of sons of farmers who are farming, whether as unpaid family workers, hired laborers, or as tenants or owners. Children over 16 years of age were studied with a view to determining why interest in farming as an occupation is decreasing. Both boys and girls are included in the investigation.

2185. INDIANA. *Jasper County Youth Survey*. Indianapolis: Education Division, Governor's Commission on Unemployment Relief, 1935. 20 p. mimeo.

An account of the findings of the Jasper County Youth Census, involving interviews with 1,058 young men and women aged 16 to 25.

2186. JOHNSON, HARRIET F. *Survey Regarding Out-of-School People, 16-24 Years of Age, Connected With Home Demonstration Extension Service, South Carolina*. Clemson, S. C.: Agricultural College Extension Service, 1935. 5 p. mimeo.

The study deals chiefly with young women and is based on reports from home demonstration agents. Data on recreation; social adjustments made by home agents; types of meetings found most satisfactory; kinds of groups, their activities, sponsorship, and financing; number and problems of young married people; recommendations.

2187. KIRKPATRICK, E. L. "Relief, Rehabilitation, and Rural Youth." American Sociological Society, *Proceedings* 29: 159-60, August, 1935.

Statistics of the percentage of young people over 16 years of age in rural families on relief in Michigan, Minnesota, and Wisconsin. The statement is made that "relief authorities are becoming more aware of . . . the vocational needs of youth."

2188. KIRKPATRICK, E. L. *What Farm Young People Like and Want*. Special Circular, March, 1935. Madison, Wisconsin: University of Wisconsin, Agricultural Extension Service. 6 p. mimeo.

The results of a canvass of 250 rural boys and girls, members of the families studied in Research Bulletin 126, *How Farm Families Meet the Emergency*, of the Wisconsin Agricultural Experiment Station. Over half of these young persons desired to make their own homes on farms, and as preparation for living in rural communities there must be opportunity for satisfying their vocational, educational, and recreational needs.

2189. KIRKPATRICK, E. L. *What Rural Young People Do and Want To Do*. Special Circular, April, 1935. Madison, Wisconsin: Agricultural Extension Service. 7 p. mimeo.

A preliminary report of a survey seeking information on education, choice of occupation, present occupation, free-time activities, and suggestions for the improvement of local community life. Young men and women from Dodge, Douglas, and Waushara counties furnished the material for this inquiry. They want, in addition to work opportunities, more social life, organizations, library facilities, gymnasiums, and continuation classes, including leadership training.

2190. KIRKPATRICK, E. L., AND BOYNTON, AGNES M. *Interests and Needs of Rural Youth in Wood County, Wisconsin*. Rural Youth and Rural Life Series. Special Circular, January, 1936. Madison: University of Wisconsin, Agricultural Extension Service. 12 p. mimeo.

A report of the Wood County Survey, based on questionnaires and some personal interviews of 2,176 young people between the ages of 15 and 29, some single and some married. Presents sum-

maries of findings on their characteristics, educational, economic, and occupational status, family living facilities, uses of leisure time, community organizations, and individual needs and desires.

2191. KIRKPATRICK, E. L., AND BOYNTON, AGNES M. "Rural Young People Face Their Own Situation." *Rural Sociology* 1:151-63, June, 1936.

An account of a survey 2,123 young people in Waushara County, Wisconsin, two-thirds living on farms, and one-third in villages of less than 2,500 population. Data were obtained regarding home conditions, education, choice of vocations, attitudes concerning farming, use of leisure, awareness of needs in their communities, and suggestions for meeting these needs. The results were gratifying from the point of view of what young people are thinking and their deep interest in bringing more advantages to small communities, including work opportunities for young people, educational facilities for all, recreation, libraries, entertainments, music, community buildings and organizations.

2192. LIVELY, C. E. *The Status of Rural Youth, 16-24 Years Old, in Selected Rural Areas of Ohio*. Preliminary Research Bulletin. Columbus: Ohio State University, Department of Rural Economics, November 1, 1935. 5 p. mimeo.

Data gathered from personal visits to 2,554 rural households in nine Ohio counties. Show increase in numbers of rural youth on farms between 1930 and 1935, their relief status, and general educational and occupational status.

2193. LIVELY, C. E., AND MILLER, L. J. *Rural Young People 16 to 24 Years of Age*. Mimeographed Bulletin No. 73.

Columbus, Ohio: Ohio State University, Department of Rural Economics, July, 1934. 27 p. mimeo.

A survey of the status and activities of 300 unmarried individuals in nine Ohio townships; their backgrounds, schooling, occupations, and leisure-time activities.

2194. McCORMICK, T. C. *Rural Social Organization in the Rice Area*. Bulletin 296. Fayetteville, Arkansas: Arkansas Agricultural Experiment Station, 1933. 43 p.

Reliable records for 349 white families for the year 1932 concerning attendance at religious, social, and recreational events, and the factors influencing such participation. Social organization in this section was found to be almost entirely unintegrated.

2195. MAGILL, E. C. "Progress in Experimentation on Out-of-School Youth in Virginia." *Agricultural Education* 8: 26-7, 29, August, 1935.

An account of an experimental project covering young people in six rural counties in Virginia. Plans were made to extend the survey to at least 15 counties. Explains the method and objectives of the study. Most of the young people had left school at the seventh grade, had received no vocational training, belonged to no organizations, and owned no property.

2196. MILLER, NORA. "Out-of-School Girls in a Rural County." *Journal of Home Economics* 25:463-7, June, 1933.

A study of this class of girls in Pender County, North Carolina, shows the great need for a program which will give them a social outlet, a religious philosophy, vocational information and training, and instruction in homemaking.

2197. NEBRASKA. *Summary of the 1935 State Study of the Educational Needs of the Out-of-School Group of Farm Boys in Nebraska.* Lincoln: Nebraska Vocational Agriculture Association, 1935. 15 p. mimeo.

A report on the educational attainment, vocational training, and farming status of 6,232 out-of-school farm boys in 69 Nebraska communities. Includes a detailed list of educational needs.

2198. STARRAK, J. A. "More About Out-of-School Rural Youth in Iowa." *Agricultural Education* 8:186, June, 1936.

Further observations concerning two aspects of Iowa's youth, discovered in a broad investigation into their status. One table shows the mental ability of the group graduating from high school, of those leaving school before graduation, and of the total group of 765 individuals, who were part of 1,167 interviewed. It was concluded that lack of mental ability was not responsible for the early school-leaving. Another table compares the number of boys and girls choosing their fathers' and mothers' occupations respectively. Only three vocations other than farming were regarded favorably by any considerable number of boys.

2199. STARRAK, J. A. *A Survey of Out-of-School Rural Youth in Iowa.* Des Moines: Iowa State Planning Board, 1935. 52 p. mimeo. Abstract in *Agricultural Education* 7:170-1, 173, May, 1935.

This investigation covered 1,107 young people aged 15-24, in 13 farm and village communities. Resulted in considerable material regarding their educational, vocational, social, and economic status.

2200. STROMBERG, EUGENE T. "Rural Young People and Community Organizations." *Sociology and Social Research* 21:259-63, January, 1936.

A survey of the opinions of 157 young people aged 15 to 24, unmarried and not in school, living in Lane County, Oregon, concerning the amount of participation in community organizations. It was discovered that the older group members did little or nothing to encourage young persons to join the various groups or to furnish a program which would appeal to their interests. Many of this 15-24 year group were staying in their homes instead of going to cities in search of jobs, not because they preferred to but because they desired security. It is the duty of adults to guide the young into satisfying group activities.

2201. THOMAS, R. H. "Part-time Survey in North Carolina." *Agricultural Education* 4:168-9, April, 1932.

A report of a survey of 1,000 farm boys in North Carolina, 500 white and 500 Negro. Among other data, gives figures on school-leaving age, amount of schooling, and occupations entered.

2202. THUROW, MILDRED B. *Interests, Activities, and Problems of Rural Young Folk. I. Women 15 to 29 Years of Age.* Bulletin 617. Ithaca, N. Y.: Cornell University Agricultural Experiment Station, May, 1935. 57 p.

Need for community centers where young people can engage in social and recreational activities. Rural young women have the same economic problems that face urban girls, continuing education and finding employment.

2203. U. S. OFFICE OF EDUCATION. *Young Men in Farming.* Vocational Education Bulletin No. 188. Agriculture Series No. 49. Washington: Government Printing Office, 1936. 117 p. (15 cents)

Data compiled regarding the status of 100 young farmers aged 15 to 25 years, living in Tompkins County, New

York. Not all of the group were established on their own farms, but almost all were satisfied with farming as an occupation. There are illustrations of the benefits of vocational agriculture and agricultural projects for rural boys. The material deals with health; living standards; family relationships; schooling; religious interests; financial conditions; membership in organizations; agricultural education, and other factors in the lives of this representative group of young citizens.

2204. UNIVERSITY OF WISCONSIN. *Douglas County Rural Youth Survey*. Madison: University of Wisconsin, Rural Sociology Department of the College of Agriculture, February, 1935. 53 p. mimeo.

Preliminary summary and 43 tables concerning topics such as home and family, employment, recreation, education, and organization.

2205. UNIVERSITY OF WISCONSIN. *Tables Indicating Interests and Needs of Rural Youth in Waushara County, Wisconsin*. Madison: University of Wisconsin, Department of Rural Sociology and Agricultural Extension Service, March, 1936. 11 p. mimeo.

Tabular presentation of the most significant results obtained from a survey of 2,123 rural young people aged 15-29 during the winter of 1934-35. Gives percentages of these young persons living on farms and in villages, data on their education and work status, leisure time activities, social and organizational contacts, vocational choices, and other information.

2206. WEST VIRGINIA. *Survey of Out-of-School Farm Boys*. Charleston: State Department of Education, Vocational Division, 1934. 5 p. mimeo.

Data concerning the education, employment, and age distribution of 785 out-of-school farm boys.

2207. WILEDEN, A. F. *What Douglas County Young People Want and What They Are Doing About It*. Rural Youth and Rural Life Series. Special Circular, December, 1935. Madison: University of Wisconsin, Agricultural Extension Service. 12 p. mimeo.

Statement of the findings of the Douglas County rural youth survey, indicating that young people are looking to the future, that they propose to make places for themselves in the world, not depending entirely on their elders, and want a chance to work and share in a democratic form of government.

CHAPTER XVII

NEGRO YOUTH

- A. Social Problems of the Negro, Nos. 2208-2228
See also 1128
- B. Interracial Understanding, 2229-2241
- C. Interests and Attitudes of Negro Youth, 2242-2244
See also 145, 147
- D. Negro Education, 2245-2267
See also 860, 1734, 2496-2499
- E. Vocational Adjustment of the Negro, 2268-2299

APPROXIMATELY every tenth person among American youth is of the Negro race. Although the Negro population is in large measure concentrated in certain states and counties of the South, there are some Negroes in every state, and they form a substantial fraction of the population in many Northern industrial cities. The increasing mobility of our people makes it shortsighted to suppose that the welfare of Negro youth is merely a regional problem, or that it is of concern to Negroes alone. The well-being of our people of both races and of all classes is in more ways than one bound up with the future of Negro youth. In public health, in public education, and in economic status the two races tend to rise or fall together in large degree. What degrades one degrades the other, and what advances one advances all.

Far-sighted pioneers in the promotion of interracial understanding have already accomplished much to dispel unfounded hatreds and prejudices, but none can deny that in the main Negro youth face formidable handicaps in the shape of inferior educational facilities, poor housing, disproportionate health hazards, and limited vocational opportunities. This circumstance makes study of the prospect for Negro youth especially urgent. A portion of the none-too-abundant recent literature bearing on the subject is referred to below.

A. SOCIAL PROBLEMS OF THE NEGRO

2208. ARTHUR, GEORGE R. *Life on the Negro Frontier*. New York: Association Press, 1934. 259 p.

A study of the migration of Negroes to the North in the last 20 years, the social significance of this movement, and an account of the service of the Y. M. C. A. in behalf of colored men and boys. The institutional programs are described and there are a number of individual case studies for illustration.

2209. BALLARD, ALLEN B. "Education in the Boys' Club." *Southern Workman* 65:309-14, October, 1936.

Aims and values of boys' clubs in general and the program of the Wissahickon Boys' Club in particular. This club is composed of Negro boys and is located in Philadelphia. Describes a visit to the club on a vocational class night. Mentions various activities and offerings: the library, citizenship class, sex education, vocational guidance, recreation, case work with problem boys, and discipline.

A table shows the marked relation between the delinquency rate in various sections of Philadelphia and the existence of boys' clubs or recreational centers.

2210. BETHUNE, MARY MCLEOD. *How Fare Negro Youth?* Washington: U. S. National Youth Administration, 1937. 10 p. mimeo.

A statement of the present status of Negro youth in America and the contribution of the National Youth Administration to the improvement of that status, from an address to the Louisiana Negro State Teachers' Convention at Shreveport. In a recent fiscal year 55,000 young Negro men and women received financial aid from the N. Y. A., of whom about 37,000 were students in high schools, colleges, and graduate schools, and about 18,000 were employed part-time on non-school projects. Points to the phenomenal advance of the Negro since slavery, but says the Negro has still far to go to attain a satisfactory economic, political, and social status in America.

2211. DANIEL, ROBERT P. *A Psychological Study of Delinquent and Non-Delinquent Negro Boys*. Contributions to Education No. 546. New York: Teachers College, Columbia University, 1932. 59 p.

A study of 100 delinquent boys in the Virginia Manual Labor School for Colored Boys in Hanover County, Virginia, and 80 behavior problem boys and 120 non-problem boys in five public schools in Richmond, undertaken in an effort to measure objectively the importance of various personality factors in their relation to delinquency among Negro boys. Includes a bibliography.

2212. DOLLARD, JOHN. *Caste and Class in a Southern Town*. Published for the Institute of Human Relations. New

Haven: Yale University Press, 1937. 502 p. (\$3.50)

An intimate study of an unnamed small town in the Deep South, largely concerned with the social attitudes of the different classes of white and Negro residents. A close-up and realistic picture of race relations in the South results. Chapters are devoted to the "caste patterning" of education, politics, and religion. Finally a series of chapters deals with accommodation attitudes of Negroes, class aggression within the Negro group, Negro aggression against whites, white caste aggression against Negroes, defensive beliefs of the white caste, gains of the lower-class Negroes, caste symbolism and race prejudice. There are two appendices: an essay on the "poor whites" by Leonard W. Doob, and a discussion of life histories of middle-class Negroes.

2213. EMBREE, EDWIN R. "Our Southern Farm System and the School." *Progressive Education* 12:302-8; May, 1935.

Describes the deplorable farming conditions existing in the South and the evils of the tenant and share cropper system. The depression and the Agricultural Adjustment Administration program aggravated a situation already desperate, and forced hundreds of thousands of white and Negro tenants into accepting relief. Outlines a program to improve conditions by means of government purchase of land to be allotted to homesteaders. Through research the Council on Rural Education and the Rosenwald Fund are attempting to define rural education needs and discover how best to reorganize the schools.

2214. FORRESTER, MARION. "Young Folks Sit Up and Take Notice." *Opportunity* 16:23-5, 27, January, 1938.

A young club leader in the Works Progress Administration of New York City tells of her experiences in Harlem

trying to organize a program for Negro youth, most of whom were idle and out-of-school. The result of her endeavors was the formation of the Youth Opportunity Club, which fitted up a basement for a clubroom and soon had a membership of 65; and is now affiliated with the Federated Youth Clubs of Harlem, the United Youth Committee Against Lynching, the Urban League, the Committee for Better Schools in Harlem, and the National Negro Congress. One of the first achievements of the club was their hard-won battle for union membership for some of the boys who were underpaid and overworked grocery clerks. Describes other accomplishments of this enterprising and wide-awake organization of young people.

2215. GREENE, LORENZO J., AND WOODSON, CARTER G. *The Negro Wage Earner*. Washington: Association for the Study of Negro Life and History, 1930. 388 p.

A report of a three-year survey of social and economic conditions of Negroes, the types of occupations represented, and recent developments in the vocational field for Negroes. The book is arranged to depict the history of the Negro in various occupations (agriculture, domestic and personal service, trade and transportation, manufacturing and mechanical jobs, metal and coal industries), and to summarize gains and losses in the different fields.

2216. HALL, CHARLES E. *Negroes in the United States: 1920-1932*. U. S. Department of Commerce, Bureau of the Census. Washington: Government Printing Office, 1935. 845 p.

The age distribution, sex distribution, marital condition, fertility, school attendance, and occupations of the Negro population. Geographic distribution, with

attention to the Black Belt and the trends in migration and urbanization. Birth and mortality rates, the incidence of illiteracy, and statistics of Negroes in agriculture and retail business. Negroes in religious denominations, and in state and federal prisons and reformatories. A comprehensive statistical picture of the Negro in America.

2217. HARVEY, MARTIN L. "Negro Youth and the Church." *Missionary Review of the World* 59:306-7, June, 1936.

Reasons for young people's lack of interest in religion, the contributions the church can make, and a plea for churches and youth to work together.

2218. HILL, JOSEPH T. "Report of Delinquency Among Negroes in Richmond." *Virginia Municipal Review* 13:276-7, 283, December, 1936. Same, under title "The Negro and Crime," *Southern Workman* 65:345-7, November, 1936.

A paper read at the Crime Conference in Richmond, Virginia, September, 1936. Answers the statement made by Colonel Cutchins, Safety Director, that Negroes of Richmond, constituting one-third of the total population, committed 55 per cent of the crimes. Only 16 per cent of the Negro group were the offenders, and the blame lies largely with the white population, which determines the Negroes' status and denies them all work except menial labor. Criticizes the citizens for withholding all civic jobs, in particular policemen's, since one colored policeman could replace the two white officers now required in Negro sections. Expresses gratitude for the beginning of planned recreation for Negro youth, makes a plea for an institution to care for feeble-minded, many of whom are delinquent.

2219. JOHNSON, CHARLES S.; EMBREE, EDWIN R.; AND ALEXANDER, WILL W. *The Collapse of Cotton Tenancy*. Chapel Hill: University of North Carolina Press, 1935. 81 p.

Shows that the present system of land tenure in the cotton belt is a sort of perversion of the ante-bellum plantation regime, oppressive for both white and colored agricultural workers and their families. Depicts the extremely low standards of living common among the tenant families on cotton plantations, numbering about 1,100,000 white households and 700,000 Negro families. Altogether about 8,500,000 persons are in the class. Many live below the level of comfortable animal existence. The solution must lie in the modification of an oppressive economic system, under which white and colored alike are held in poverty, ignorance, and disease.

2220. JOURNAL OF NEGRO EDUCATION. *The Health Status and Health Education of Negroes in the United States*. Yearbook Number VI. *Journal of Negro Education* 6:261-587, July, 1937.

Part I — Health Status of Negroes. Part II — Health Facilities Available to Negroes. Part III — Health Education of Negroes. Part IV — Critical Summary of the Yearbook. Part V — Selected, Annotated Bibliography. There are 31 well-written articles on various phases of the general subject, and an excellent reference section.

2221. LOCKE, ALAIN. "Harlem: Dark Weather-Vane." *Survey Graphic* 25:8, 457-62, 493-5, August, 1936.

Description of the social conditions in the teeming Negro section of New York City which culminated in the Harlem riots of 1935, and a review of current reforms being carried on under the

leadership of the progressive Mayor La Guardia. Housing, health, and education are all being intensively studied and improved by provision for better community facilities.

2222. LOVEJOY, OWEN R. *The Negro Children of New York*. New York: Children's Aid Society, 1932. 49 p.

A study of the needs of Negro children for education, economic security, health, and recreation; protests the general discrimination against Negroes in both North and South. Tells what New York has done for these children and urges further action.

2223. MOSES, EARL R. "Community Factors in Negro Delinquency." *Journal of Negro Education* 5:220-7, April, 1936.

Explains the procedure and scope of a study, "The Negro Delinquent in Chicago", on which this article is based. Delinquency areas were analyzed by means of statistics of juvenile court cases and case histories of young offenders. Complete drafts of this section of the larger study may be inspected at the University of Chicago Library and the Chicago Urban League.

2224. OLDHAM, ERNESTINE V. "Socio-economic Status and Personality of Negro Adolescent Girls." *Journal of Negro Education* 4:514-22, October, 1935.

This study is based on the results of standardized tests and a Behavior Trait Schedule used for Negro girls 12 to 16 years old in four Chicago public schools, representing four economic levels. Analyzes backgrounds, intelligence, and behavior problems as observed by the teachers. Concludes that there is almost no relation between socio-economic rank and the personality and behavior of the subjects.

2225. OUTLAND, GEORGE E. "Educational Backgrounds of Transient Negro Boys." *Journal of Negro Education* 6: 596-600, October, 1937.

Based on records of 317 Negro boys registered in 1934 and 1935 at the Los Angeles transient bureau. Most were between the ages of 16 and 20, and 63 per cent of them hailed from Texas, Arkansas, Oklahoma, Louisiana, Mississippi, and Tennessee. About 8 per cent were high school graduates, 30 per cent had completed the tenth grade, and 60 per cent had completed the eighth grade. There is a tabular comparison of the educational status of native white registrants of native white parentage, native white of foreign parentage, and Negroes. The Negro boys ranked third. The author recommends federal control of our migrant population.

2226. REID, IRA DE A. *Social Conditions of the Negro in the Hill District of Pittsburgh*. Pittsburgh: General Committee on the Hill Survey, 1930. 117 p.

Findings of a study directed by the head of the research department of the National Urban League in 1929 to discover the social needs of the Negroes in the district and to what extent they are being met by existing agencies. Data were assembled through schedules, personal interviews, census reports, institutional records, and previous surveys of the area. There are sections dealing with population, environment and housing, health, industry and employment, recreation, delinquency and crime, schools, churches, social agencies, and day nurseries. Approximately seven pages of recommendations are included.

2227. SOUTHERN WORKMAN. "Three Editorials on Causes of Crime Among Negroes." *Southern Workman* 65:348-51, November, 1936.

Quoted from the *Virginian-Pilot* and the *Journal and Guide*, Norfolk, Virginia, in connection with the conference in Richmond, in September, 1936, sponsored by the Citizens' Committee on Crime. Safety Director John A. Cutchins of Richmond charged that city's Negro population with responsibility for one-half of the crime committed, but attributed this large percentage to the low economic status and generally poor environment of the Negroes of Richmond. Other speakers presented their views of the problem, all in accord on one point — that living conditions must be improved before a normal rate of criminality will exist among Negroes.

2228. WILKERSON, D. A. "A Determination of the Peculiar Problems of Negroes in Contemporary American Society." *Journal of Negro Education* 5: 324-50, July, 1936.

One hundred and thirty problems facing Negroes are listed and classified under the following headings: work; civil liberty; health, housing, family, church; personal and social integration, racial stereotypes, attitudes, and beliefs; education; minority group strategy. Sources of material are indicated after each problem. Sixteen books and eight magazines were selected after extensive study of the literature relating to Negro life. Concludes with a statement of a philosophy of education and special objectives for curriculum-makers and teachers.

B. INTERRACIAL UNDERSTANDING

2229. ALEXANDER, WILL W. "Southern White Schools Study Race Questions." *Journal of Negro Education* 2:139-46, April, 1933.

Speaks of the pioneer work of W. D. Weatherford and James H. Dillard, and shows that the study of race questions

in some form has become a part of the accepted educational programs in most Southern white institutions of higher learning. A landmark in this development was the conference of 20 college presidents and deans in the summer of 1922 at Blue Ridge, called by the Interracial Commission. Later the summer conferences on education and racial adjustment at George Peabody College for Teachers enlisted wider cooperation, especially among teachers' colleges. Concludes that education in the South may be counted on to make an increasingly important contribution to racial adjustment.

2230. BAKER, PAUL E. *Negro-White Adjustment: An Investigation and Analysis of Methods in the Interracial Movement in the United States.* New York: Association Press, 1934. 267 p.

Includes summaries of the history, philosophy, and programs of the ten principal national interracial agencies, a study of methods used by them in typical situations, and recommendations regarding their organization and administration.

2231. CARMICHAEL, MAUDE. "A Program for 'Better Understanding Between the Races'." *Journal of Negro Education* 2:151-6, April, 1933.

Describes the activities initiated in 1931-32 at the Arkansas State Teachers College at Conway to develop better interracial understanding. In many departments of the institution, especially the English and social science departments, studies of the Negro were worked into "term papers", syllabi, and other course materials. The institution also promoted understanding in many other ways, through the library, the extension service, and the activities of individual faculty members.

2232. DU BOIS, W. E. B. "A Philosophy of Race Segregation." *Journal of Higher*

Education Among Negroes 3:189-94, October, 1935.

"The only practical philosophy that we can evolve is to say that in our provincial and segregated life we look as far as possible gradually toward the ideal of a common humanity." Asserts that the problem of segregation must be treated on the practical merits of specific cases, and not in accordance with any blanket generality. There are cases where segregation is at present best for both whites and Negroes, and other cases where its introduction would be clearly bad for both races.

2233. FERGUSON, ELIZABETH A. "Race Consciousness Among American Negroes." *Journal of Negro Education* 7: 32-40, January, 1938.

This paper relates to all Negroes but should particularly concern Negro youth. Tells of differences between immigrants and our Negro population, two paramount being the physical barrier to assimilation of the Negro and the stripping from the Negro of his cultural heritage. Many immigrants retain their separate identity in a community because of religion and other factors. Discusses the institutions set up by the Negro for the preservation of his status (associations, churches, literature, and the press). Lack of unity among Negroes, especially between the Northern and Southern factions, seems to be the greatest obstacle to equal advantages with white citizens. The most promising strategy is piecemeal improvement based on opportunism.

2234. JELLIFFE, RUSSELL W. "Weaving a Minority into the Major Pattern." *Progressive Education* 12:168-71, March, 1935.

The director of the Neighborhood Association of Cleveland explains the philosophy and practice of the Playhouse

Settlement regarding relations between its Negro and white constituency. The matter has never been treated as a problem, and both Negroes and white social workers comprise the staff. The young Negro is welcomed into every activity on the basis of his contribution — in music, art, theatre, crafts, athletics, and clubs.

2235. KNOBBS, PAULINE D. "Educating for a Bi-Racial Community." *Progressive Education* 12:181-5, March, 1935.

An unusual and significant course of study is offered in the Kirksville, Missouri, Senior High School, which had its beginnings in the classroom but now may be considered a community project in race relations through field work and experimentation. The various departments of the school contribute to the students' knowledge of Negro history and culture, visits are made to the state university for Negroes, then the intensive local study is begun in Kirksville. The pupils investigate local conditions, including occupational status, economic status, vital statistics, social and recreational outlets, churches, and schools. Civic groups and churches are informed of the findings of the student committees, and students in the local state teachers' college are urged to initiate similar programs when they begin teaching.

2236. LA FARGE, JOHN. *Interracial Justice*. New York: America Press, 1937. 226 p.

A treatment of race relations from the Catholic viewpoint. Sets forth facts tending to show that the concept of "race" is difficult to define and largely unsuitable as a basis for any assumption of universal superiority or inferiority. Points out conclusions by recognized authorities in the study of race questions, gives the author's own personal views on the subject, and suggests a practical Cath-

olic program for the betterment of race relations.

2237. LEAVELL, ULLIN W. "The Program of Dual Education and Racial Adjustment at George Peabody College for Teachers." *Journal of Negro Education* 2:157-64, April, 1933.

George Peabody College for Teachers recognizes its responsibility to prepare an educational leadership to meet efficiently the problem of giving equal educational opportunity to all educable children in the South. Lectures and conferences have brought the services of such leaders as Will W. Alexander, Leo M. Favrot, James H. Dillard, Jackson Davis, and John Hope. More recently formal courses in bi-racial education were introduced, and numerous dissertations and theses bearing on different phases of the subject have been written by graduate students. A bibliography is included in the article.

2238. LONG, HOWARD HALE. "Some Psychogenic Hazards of Segregated Education of Negroes." *Journal of Negro Education* 4:336-50, July, 1935.

Discusses the psychic effects of segregation from the standpoints of incentives, feelings of inferiority and superiority, racial self-appreciation, and the democratic ideal. Identifies and describes eight mental mechanisms under the heading of inferiority feelings. Those involving yielding or flight include fantasy, "bulkhead", regression, "ostrich tactics", and mysticism. Those involving protest include projection, rationalization, and catharsis. Believes these psychic phenomena are more important than has been generally recognized, and merit extensive scientific study.

2239. RAPER, ARTHUR. "College Graduates and Race Relations." *Opportunity* 15:370-3, December, 1937.

Asserts that there are enough college graduates each year in the South, both Negro and white, to accomplish notable improvements in race relations, if only they possessed the knowledge, proper attitudes, and contacts necessary for inter-racial understanding. Some encouraging steps in the direction of social changes are: "more realistic religious instruction, more inclusive labor organizations, a government more sensitive to human needs, expanded elementary and high school curricula, the growing desire of college and university faculties to expand and coordinate the factual materials presented, and the tendency of those few students who get new ideas about race to act them out."

The author dwells chiefly upon the last two topics named.

2240. THOMPSON, CHARLES H. "The Conclusions of Scientists Relative to Racial Differences." *Journal of Negro Education* 3:494-512, July, 1934.

Results of a questionnaire returned in usable form by a total of 129 prominent leaders in psychology, education, sociology, and anthropology. A majority of each group believed that the available scientific data on inherent racial differences are inconclusive. Relatively small minorities in each group believed that the data prove Negro inferiority, and approximately equal numbers are convinced that the data demonstrate Negro equality with the white race. It is thus a reasonable inference that most of the differences in achievement between the two races may be due to environmental rather than biologic factors.

2241. WANGER, RUTH. "Improving Race Relations Through Social Studies." *Progressive Education* 12:192-7, March, 1935.

The principal of a girls' high school in Philadelphia expresses her views on the subject of Negro-white understanding. It

is of primary importance that teachers recognize and rid themselves of prejudices. She discusses the course of study, books available to the pupils in social studies classes, and testing to discover attitudes concerning the Negro and changes of attitudes after a period of study.

C. INTERESTS AND ATTITUDES OF NEGRO YOUTH

2242. BAUMGARDNER, HERBERT W. "Measuring Negro Self-Respect." *Journal of Negro Education* 4:490-9, October, 1935.

Describes the evolution of a scale for testing racial attitudes. The author submitted a list of 60 questions on social and economic subjects to an unselected group of Negroes in Columbus, Ohio, and to students in a southern college for Negroes. From these two groups, 200 usable replies were received. After further revision there is now ready for general use a list of 30 items to be used in measuring Negroes' own opinions concerning their race.

2243. DAVIS, THOMAS E. "Some Racial Attitudes of Negro College and Grade School Students." *Journal of Negro Education* 6:157-65, April, 1937.

Tabular presentation of reactions of 107 Fisk University students to 57 statements of unfavorable attitudes concerning the Negro race; also of 125 third and sixth-grade pupils to a multiple choice test of the same nature. Both tests are still in the experimental stage. On 30 per cent of the questions submitted to the college group there was at least 50 per cent agreement. The statements upon which there was greatest accord were: Negroes have not learned to work together in business enterprises, sensible Negroes prefer to deal with white insurance

companies, Negroes are too prone to be tardy for appointments. Both tests revealed a lack of confidence in Negro business.

2244. McMORRIES, JAMES C. "The Interests of Freshmen at Lincoln University." *Journal of Negro Education* 6:54-9, January, 1937.

"The purpose of this study was to discover areas of need in the experiences of 379 students who were enrolled as freshmen in Lincoln University of Missouri, during the period 1932-33 to 1935-36." Data were gathered from checklists, questionnaires, and interviews. Some conclusions: vocational interests were dominant; racial handicap was a source of anxiety for many; there was dissatisfaction with previous school experiences; recognition of the value of good health; strong interest in religion, but little in conventional moral standards; little interest in the physical sciences and art, or in more freedom and recreation; considerable financial worry. Includes recommendations for making education of more practical value and for aiding in the adjustment of Negro youth to the realities of making their way in the world.

D. NEGRO EDUCATION

2245. AERY, WILLIAM A. "Negro Education and Occupation." *Southern Workman* 65:48-53, February, 1936.

A summary of proceedings of the first meeting of the newly-organized Association of Colleges and Secondary Schools for Negroes. The association plans to study problems affecting Negroes by means of especially created commissions and will devote much of its attention to youth questions. The delegates spoke on the occupational status and citizenship status of Negroes, higher education, distribution of employed Negroes, and Negroes on relief.

2246. BEALE, HOWARD K. "The Needs of Negro Education in the United States." *Journal of Negro Education* 3:8-19, January, 1934.

Debates the advantages and disadvantages of segregation in schools, and concludes that ultimately the mixed school will be best for both races. Describes current discrimination against Negroes in both segregated and mixed schools, and shows the necessity of larger appropriations for Negro education. Advocates better salaries, more freedom and security, and emancipation from the "slave psychology" for Negro teachers.

2247. BOND, HORACE MANN. *The Education of the Negro in the American Social Order*. New York: Prentice-Hall, 1934. 501 p. (\$2.75)

Sketches the history of Negro education from 1850 to the present, and launches into the problems now current. Among these are inadequate financial support, the low economic status of the pupils' families, low salaries and tremendous turnover among teachers. Shows that the achievement of Negro children under suitable environmental conditions amply justifies the provision of good schools and good teachers.

2248. CALIVER, AMBROSE. *Fundamentals in the Education of Negroes*. Bulletin, 1935, No. 6. U. S. Office of Education. Washington: Government Printing Office, 1935. 90 p.

Proceedings of a national conference in 1934. Abstracts of addresses and committee reports on home life of the Negro, vocational situation, citizenship, recreation, health, and character education. In the section devoted to general education, there is material on the elementary, secondary, and collegiate levels; rural schools; public versus private schools; and financial support of Negro schools. Con-

cludes with a statement that the South cannot provide educational opportunities equivalent to those in the North and the federal government must of necessity aid, but points out that there must be no racial discrimination in appropriations.

2249. CALIVER, AMBROSE. "Outlook for Negro Education." *School Life* 20: 40-1, October, 1934.

The educational status of Negro children compared with that for white children in normal and emerging times. Expresses appreciation of the efforts of the U. S. Office of Education in publicizing the conditions.

2250. CALIVER, AMBROSE. *Secondary Education for Negroes*. U. S. Office of Education Bulletin, 1932, No. 17. Monograph No. 7 of the National Survey of Secondary Education. Washington: Government Printing Office, 1933. 121 p. (15 cents)

The availability of secondary education to the Negro population of high school age, as shown by the number and quality of high schools, the amount of transportation provided, and the proportion of the Negro population of appropriate age enrolled in high schools, by states. At the time of the survey there were 195 Southern counties having no four-year high school facilities for colored children, and 230 counties in 15 Southern states having no high school facilities of any kind for Negroes. Tables show comparative per capita costs of secondary education, and a final chapter on the organization of schools presents data on such matters as the length of the school term, the dates of the establishment and accreditation of the Negro high schools, and the size, distribution and accessibility of the schools.

2251. CANADY, HERMAN G. "Adapting Education to the Abilities, Needs, and In-

terests of Negro College Students." *School and Society* 46:437-9, October 2, 1937.

The problem is two-fold — individual study and guidance of pupils, and reorganization of the college curriculum in accord with the needs found. Colleges for white students have been making much greater progress in adjusting their programs to individual requirements than Negro colleges, but only a beginning has been made in either case. Criticizes Negro education as a whole for being of mediocre quality and lagging behind the educational procession.

2252. CANADY, HERMAN G. "The Intelligence of Negro College Students and Parental Occupation." *American Journal of Sociology* 42:388-9, November, 1936.

Brief summary of a paper reporting the findings of a study of the correlation between fathers' occupations and intelligence level of students at West Virginia State College. The American Council Psychological Examination was used to establish intelligence scores, and the Sims Card for Socio-economic Status, Form C, to classify fathers' vocations. The table included in this article reveals that higher average intelligence scores are made by children of professional and commercial groups and lower averages by children of skilled and unskilled laborers. However, there is overlapping among the groups at every point. Complete copies of this paper may be obtained from the Documentation Division of Science Service, 2101 Constitution Avenue, Washington, D. C., at a reasonable cost.

2253. EMBREE, EDWIN R. "Education for Negroes — Divided We Fall." *American Scholar* 5:312-22, Summer, 1936.

A convincing statement of the fact that the welfare of the nation as a whole depends in large part upon improvement in the condition of the Negro. Tubercu-

losis and the venereal diseases have their highest rates of prevalence among underprivileged Negro youth, and there is no proof that this is due to any inherent racial susceptibility, but ample evidence that disease goes hand in hand with poverty and ignorance in communities of either race. "A rise in the standard of living of the Negroes is the surest way to prosperity for the South. And education is the surest means of raising living standards."

2254. FORD, NICK AARON. "The Negro Junior College." *Journal of Negro Education* 5:591-4, October, 1936.

In the 16 states having separate educational systems for white and colored youth and also having junior colleges, there are 27 such colleges for Negroes, as compared with 491 for white persons. Of the 27, two are public, two are state-controlled, and 23 are privately controlled. Of the 491 for white students, 193 are public, 16 are state-controlled, and 252 are private institutions. Names some advantages to young Negroes of the junior college: inexpensiveness, nearness to their homes, usefulness as a terminal course for those unfitted for a four-year course, and closer supervision of individuals than in universities and large colleges. Sees great possibilities for the future educational advancement of the race if more junior colleges with their practical offerings are provided.

2255. GALLAGHER, BUELL G. "College Training for the Negro to What End?" *Opportunity* 15:273-5, 282, September, 1937.

The president of Talladega College in Alabama raises such questions as who should enter Negro colleges and who should enter northern colleges admitting Negroes, and what is the purpose of a college education for a Negro? Compares the old arguments against the education

of women with current arguments against higher education for Negroes and reveals striking similarities. Criticizes particularly the ideas that vocational education is better suited to the Negro's abilities than a liberal arts course, and that slavish imitation of white colleges is desirable.

2256. JENKINS, MARTIN D. "Negro Higher Education." *Journal of Negro Education* 6:240-2, April, 1937.

Data concerning enrollments in 30 Negro colleges and universities not included in the report published in the January issue. The total enrollment for the first half of 1936-37 for 90 institutions reporting is 31,183, an increase of about 15 per cent over figures for 1935-36.

2257. JOURNAL OF NEGRO EDUCATION. "Enrollments in Negro Colleges and Universities." *Journal of Negro Education* 6:112-14, January, 1937.

Statistical information on the numbers of students attending 112 Negro institutions of higher learning and those graduating in 1936.

2258. LONG, HOLLIS M. *Public Secondary Education for Negroes in North Carolina*. Contributions to Education No. 529. New York: Teachers College, Columbia University, 1932. 115 p.

The numerical growth of Negro high schools, their accessibility, and the appropriateness of their offerings in the light of the probable opportunities of North Carolina Negroes. The status of the teachers and the conditions under which they work. Deplores the lack of a guidance program, and believes that this perpetuates a situation in which much of the work in Negro high schools is not well suited to fit young Negroes for occupational adjustment.

2259. MCADAMS, J. C. "Part-time Schools for Out-of-School Negro Youth." *Agricultural Education* 8:60-1, October, 1935.

Proposes a constructive program for the 19,229 Negro boys on Texas farms who are not in school. The article is useful to other teachers who may be organizing such classes; suggests methods of organizing a group and arranging a schedule, conducting classes, keeping records, and placing students. There is a good statement of objectives and ideas for making a survey of part-time needs.

2260. McCULLOCH, MARGARET. "The Function of the Negro Cultural College." *Journal of Negro Education* 6:617-22, October, 1937.

Proceeds upon the premise that the time should come when Negroes will be admitted to every institution of higher learning in the country. Until that time segregation must exist, but colleges for Negroes should be patterned after the other colleges. Discusses the field of operation of the cultural college, qualities of leadership, peculiar needs of Negro students, and the importance of catering to the wants of particular student-bodies in particular environments. Terms the "universal" approach to education for Negroes more difficult than the "racial" approach, but the only means of achieving the highest good for all youth.

2261. NATHAN, WINFRED B. "Health Education in Negro Public Schools." *Journal of Negro Education* 6:523-30, July, 1937. Condensed in *Education Digest* 6:54-5, December, 1937.

Deplores the low standard of education throughout the South, due in large part to racial discrimination. In spite of the fact that the state legislatures have passed laws providing for health and phys-

ical education in public schools, there are no agencies to carry out the suggestions in all the schools. Negro teachers are woefully underpaid, the outlay per pupil is ridiculously low, and school buildings are inadequate.

2262. OAK, V. V. "Some Outstanding Defects in Institutions of Higher Learning for Negroes." *School and Society* 46:357-62, September 18, 1937.

Asserts that there are too many Negro colleges and that their geographical distribution is unsatisfactory. Cites examples of ill-advised expansion of the curriculum without sufficient students to warrant it, of political control of appointments, poor quality of instruction, lack of professional attitude, aimless formulation of curricula, promiscuous admission of students, poor preparation of students, poor training of faculty, and other handicapping factors. It is not every Negro college that is thus criticized, but the majority are guilty of some of these charges. Segregation is largely responsible for conditions, and even in northern institutions Negro youth fail to develop qualities of leadership.

2263. PATTERSON, FRED D. "The Aims of Negro Schools." *Occupations* 14:540-2, March, 1936.

Advocates more emphasis on vocational training in higher education for Negroes and research into occupational opportunities, in addition to personnel and placement services in colleges. There is a need for new avenues of employment for Negro graduates, and the colleges should assume the responsibility for surveying this field.

2264. READ, FLORENCE M. "The Place of the Women's College in the Pattern of Negro Education." *Opportunity* 15: 267-70, September, 1937.

The president of Spelman College points out some advantages obtained in colleges for women as compared with co-educational institutions. Discusses the aims of all college education and the especially favored situation of small colleges for young women for realizing these aims. There is always the possibility that the school's obligation to women will be subordinated to its services to men students; there may be slight attention paid to social training of women, to nursing, missions, domestic science, or woman's place as a consumer.

2265. SLOWE, LUCY D. "The Colored Girl Enters College." *Opportunity* 15: 276-9, September, 1937.

Since the first Negro woman received a college degree from Oberlin in 1862, much progress in education has been made, but there is still a lag between instruction offered and requirements for social living today. Women students in Negro colleges are not electing courses in economics, political science, or sociology to the extent necessary if they are to be equipped to take an active part in community affairs. Dean Slowé stresses the values of extra-curricular programs for college girls.

2266. WILLIAMS, L. VIRGIL. "The Need for the Development of Creative Abilities Among Negro Students." *Journal of Negro Education* 4:500-4, October, 1935.

Some guiding principles of a progressive plan of creative education for Negroes. Little has been done to foster their artistic abilities, except for a modest amount of music instruction. There seems to be a special need for instruction, or at least opportunity to learn, in such arts as painting and sculpture. One of the primary steps would necessarily be the instilling of self-confidence, which might be the means of releasing unsuspected gifts.

2267. ZOOK, GEORGE F. "The National Conference on Negro Education." *Journal of Negro Education* 3:581-4, October, 1934.

Address by the United States Commissioner of Education at the National Conference on Fundamental Problems in the Education of Negroes at Washington in May, 1934. Sketches Negro progress since 1865, and pictures it as an incentive to still greater advancement. Urges adult education, pointing to European examples, and favors the development of the school as a community social and recreational center with broader functions than that of formal instruction alone.

E. VOCATIONAL ADJUSTMENT OF THE NEGRO

2268. BOWLING, ANDREW C. "What Attempts Shall Be Made to Find Outlets for Students Trained in Science?" *Quarterly Review of Higher Education Among Negroes* 5:122-4, July, 1937.

It is asserted that colleges for Negroes have failed to recognize occupational trends and are preparing too many students for business and the professions, when a greater opportunity exists in agriculture, industry, and mechanics. Urges more young persons to train themselves for the skilled trades, auto mechanics, radio, refrigeration, air conditioning, elevator servicing, scientific gardening, and similar openings in which a knowledge of science is essential. Conditions in North Carolina illustrate the futility of more Negroes preparing for professional careers than the economic status of the population warrants.

2269. BULLOCK, RALPH W. "A Study of the Occupational Choice of Negro High School Boys." *Crisis* 37:301-3, September, 1930.

Information secured through a questionnaire sent to 1,833 Negro high school boys in North Carolina, Tennessee, Georgia, Virginia, Missouri, and the District of Columbia reveals the average age of the boys per grade, the percentage planning to enter college, the number who had decided on the occupations they wished to enter after finishing school, the vocations chosen and the reasons for the choice, the type of vocational guidance literature read. "This investigation has revealed that the occupations which have been chosen by these boys were arbitrarily decided upon without the slightest reliable information upon which to base intelligent choices, and that the schools have not only failed to provide these boys with scientific vocational guidance, but have also failed to provide them with reliable reading material. This means that these schools have seriously neglected one of the most important phases of present day education."

2270. CALIVER, AMBROSE. "Guidance Survey of Negroes." *School Life* 21:179-80, March, 1936.

A statement of the significance and purpose of the national survey of vocational education and guidance sponsored by the U. S. Office of Education.

2271. CALIVER, AMBROSE. "Some Problems in the Education and Placement of Negro Teachers." *Journal of Negro Education* 4:99-112, January, 1935.

Some issues involved in the education of teachers, the importance of teachers' attitudes toward life, and the relation of formal education to life situations. Includes tables showing the distribution of Negro teachers in the schools of the country, types of colleges where they received their degrees, and the demand for elementary school teachers.

2272. CALLIS, H. A. "The Need and Training of Negro Physicians." *Journal of Negro Education* 4:32-41, January, 1935.

Data on the numbers of Negro physicians in the country, their distribution, and their ratio to the entire Negro population. Considers their preparation adequate, but deplores a situation which makes difficult admission to good medical schools and later to hospitals for internships, and finally equal opportunities to practice medicine as a profession.

2273. COOPER, CHARLES L. "Factors in Vocational Choice." *Occupations* 14: 556-9, March, 1936.

A study of Negro college students and the relation between their vocational preferences and opportunities in North Carolina.

2274. COOPER, CHARLES L. "The Vocational Choices of Negro College Students in North Carolina." *Journal of Negro Education* 6:60-9, January, 1937.

The relationship between the vocational choices of students in 14 institutions of higher learning in North Carolina and vocational opportunities in the state. Analyzes these preferences in the light of their implications for educators. Describes the different geographical areas of the state and the distribution of the Negro population. Uses two occupational classifications, one based on types of work and the other according to their prestige value. Major factors involved in choices are: the proximity of certain colleges, the status of the occupation, economic reasons, and racial barriers. There is a section devoted to existing vocational opportunities and trends in North Carolina. Recommends a number of changes be made in curricula and in guidance services of colleges and state.

2275. CURTIS, FLORENCE R. "Librarianship as a Field for Negroes." *Journal of Negro Education* 4:94-8, January, 1935.

The development of this profession, opportunities in colleges and public libraries, outlook for the future. Devotes considerable space to a description of the Hampton Institute Library School and its placement record.

2276. DOWNING, LEWIS K. "The Negro in the Professions of Engineering and Architecture." *Journal of Negro Education* 4:60-70, January, 1935.

General descriptions of both professions; present and future opportunities for Negroes in these fields; preparation required; and illustrations of Negro engineers and architects who have built enviable reputations.

2277. EDWARDS, PAUL K. "The Need for and Education of Negro Business Men." *Journal of Negro Education* 4: 71-5, January, 1935.

Urges more participation in business enterprises as a means of raising the standard of living for Negroes and contributing to useful citizenship. Calls upon the colleges to offer considerably more training and guidance to Negro business students and proposes that research and guidance bureaus be established there to advise young persons beginning business careers.

2278. EVERETT, FAYE P., AND OTHERS. *The Colored Situation: A Book of Vocational and Civic Guidance for the Negro Youth*. Boston: Meador Publishing Co., 1936. 312 p. (\$2.00)

Written to fill the need for a handbook of occupational information, long felt by Negro teachers and counselors. The book attempts to open the door of understanding and of opportunity. In three sections: the first describes the Ne-

gro's economic and civic plight; the second, job opportunities, requirements, advantages, and disadvantages; and the third deals with social questions as they affect Negroes in this country. Some of the occupations analyzed are engineering, journalism, medicine, nursing, law, business, insurance, agriculture, and the manual trades.

2279. FISHER, MILES M. "Negroes as Christian Ministers." *Journal of Negro Education* 4:53-9, January, 1935.

A brief history of Negro churches since the settlement of our country and of the preparation of preachers. Calls to attention the influence of this group over the Negro population and sees a real opportunity for college-trained ministers at present, since the field is practically an open one.

2280. HILL, T. ARNOLD. "Educating and Guiding Negro Youth for Occupational Efficiency." *Journal of Negro Education* 4:23-31, January, 1935.

Some obstacles in finding employment, the direction which vocational guidance and training should take, new kinds of jobs and general occupational trends. Urges the promotion of interracial contacts, working while learning, and emphasis on social understanding in the schools.

2281. HILL, T. ARNOLD. "A National Personnel Bureau." *Occupations* 14:552-5, March, 1936.

A proposal for a service for Negro college students which would disseminate information on vocational opportunities, offer guidance, and make placements. Much-needed vocational counseling would be made available to high school and college Negro youth, and a system of individual records would be used for place-

ment purposes. This bureau would be a non-profit organization seeking only to help Negroes in finding suitable vocational opportunities.

2282. HOUSTON, CHARLES H. "The Need for Negro Lawyers." *Journal of Negro Education* 4:49-52, January, 1935.

A table shows the number of Negro and white lawyers in relation to population and area served. Tells of the handicaps and injustices Negro lawyers have come to expect in the South and encourages young lawyers to establish practices there and uphold the rights of themselves and their people.

2283. HYTE, CHARLES. "Occupational Interests of Negro High School Boys." *School Review* 44:34-40, January, 1936.

A study of twelve schools in Indiana and Kentucky to determine the occupational choices of Negro boys and the factors affecting these choices. Tables.

2284. JOHNSON, CHARLES S. "The Negro College Graduate: How and Where He Is Employed." *Journal of Negro Education* 4:5-22, January, 1935.

Tables show the distribution of graduates in various occupations, their vocational choices, and comparisons of the occupations of white and Negro college graduates in the North and South. Discusses the increase in opportunities and the necessity of adapting oneself to changing conditions.

2285. JORDAN, A. M. "Occupations of Negro High School Graduates in North Carolina." *High School Journal* 18:24-7, January, 1935.

Study of vocations of more than 1,000 graduates of Negro high schools. The vast majority go into unskilled and semi-skilled vocations; and, with the exception of teaching and nursing, very few enter occupations which utilize the type

of training received by them in high school. Advocates high school training for domestic service, farming, beauty culture, and other occupations actually entered by Negro graduates.

2286. OCCUPATIONS. "Employments of College Graduates." *Occupations* 14:47-51, October, 1935.

Summarizes eleven articles appearing in the *Journal of Negro Education*, January, 1935, dealing with the need for and training of Negroes in certain of the professions, opportunities and obstacles in various employment fields, scarcity of Negro college graduates, what occupations they prefer, and their concentration in a limited number of professions.

2287. OCCUPATIONS. "Guidance Through Social Agencies." *Occupations* 14:51-5, October, 1935.

A summary of a report of a committee of the National Vocational Guidance Association on vocational guidance available to Negroes through such agencies as the National Urban League, the Y. M. C. A., and the Y. W. C. A. Shows a lack of well-defined aims, organization, and follow-up; and too limited use of community facilities such as schools, libraries, and industries. Makes recommendations for improving guidance services. Mentions a bibliography prepared by the committee for use by counselors and individuals seeking advice along vocational lines.

2288. OCCUPATIONS. "Vocations Along the Color Line." *Occupations* 15:920-2, June, 1937.

Describes the fifth Vocational Opportunity Campaign conducted by the National Urban League in April, 1937. Its purpose was to aid young Negroes in training for and finding suitable employment. Among cooperating agencies were

Negro schools and colleges, youth groups, community organizations, local branches of the National Youth Administration, the Y. M. C. A., and the Y. W. C. A. The National Urban League has published literature which can be used in adapting similar campaigns to the needs of individual schools.

2289. KELLER, FRANKLIN J., editor. *Vocational Guidance and Education for Negroes*. Entire issue of *Occupations* 14: 484-605, March, 1936.

Addresses and papers by 17 contributors, all relating to phases of the main topic and being in large part the product of the conference on the subject held at Atlanta University in December, 1935, under the auspices of the National Occupational Conference.

2290. MASSEY-RIDDLE, ESTELLE G. "The Training and Placement of Negro Nurses." *Journal of Negro Education* 4: 42-8, January, 1935.

The lack of good training schools (only 26 are accredited out of more than 100 in the country) and the desirability of raising the entrance requirements. Outlines the curriculum recommended by the National League of Nursing Education.

2291. MONTHLY LABOR REVIEW. "The Negro in Industry." *Monthly Labor Review* 44:345-8, February, 1937.

Under National Youth Administration auspices a conference on problems of Negro youth was held in Washington, D. C., in January, 1937. Subjects discussed were: health, housing, education, recreation, employment, economic security, and equal protection under the law. Urged that federal measures be adopted to improve conditions in these fields, particularly in dispensing benefits through existing agencies set up for human welfare.

Recommends revision of Civil Service procedures to insure equality of opportunity for Negro applicants.

2292. OPPORTUNITY. "Public Service and Negro Youth." *Opportunity* 15: 107-9, April, 1937.

Five brief articles relating to the general subject of government jobs for Negro youth. Following are the titles and authors: "The Value of Federal Employment to Negroes", by Robert C. Weaver; "The Social Security Program", by Ira De A. Reid; "Government Employment and Negro Youth", by Lawrence A. Oxley; "Opportunities for Negroes in the Government Service in the South", by Nelson C. Jackson; and "New Employment Opportunities for Negroes on the Pacific Coast", by Floyd C. Covington.

2293. OXLEY, LAWRENCE W. "Occupations, Negroes, and Labor Organizations." *Occupations* 14:520-5, March, 1936.

Speaks of the effect of the depression upon Negro labor, showing that the 36 per cent of all Negro workers who are in agriculture and the 28 per cent who are in domestic service were hit early and hard by the economic collapse. "Racial displacement" of workers in industry occurred, and craft unions largely exclude Negroes from membership. Briefly describes a current study of the Negro and organized labor being conducted by the United States Department of Labor.

2294. PATTERSON, FRED D. "Avenues of Redirection in Vocational Education." *Journal of Negro Education* 5:495-501, July, 1936.

Points to needed changes in vocational education for Negroes, the primary one being "to intellectualize the so-called menial occupations." This is essential if

Negroes are to compete successfully for jobs. Numerous job possibilities are suggested, out of which it is hoped that Negro leadership will arise.

2295. ROSENBERG, SAMUEL A. "Training the Negro for Business." *Southern Workman* 65:258-62, August, 1936.

States the objectives of a business education, and describes the organization of the four-year course in the Business School of Hampton Institute. From a study of graduates for the years 1927 through 1934, these encouraging facts emerged: 100 per cent of the women graduates and 95 per cent of the men graduates were employed in teaching, clerical, newspaper, government, insurance, and social service positions. Tells of the Hampton scheme of alternating working in private employment with attending college. Outlines a course which might aid in securing for Negro businessmen the two billion dollar Negro retail market, now controlled by white persons.

2296. SARGENT, H. O. *Vocational Agriculture in Negro Schools, Past and Future*. Miscellaneous Series, No. 1735. Washington: U. S. Office of Education, Division of Vocational Education, 1935. 10 p. mimeo.

Figures reveal that there are more Negro boys enrolled in evening and part-time classes than in all-day and day-unit classes. Almost every state having separate Negro schools has formed part-time classes in vocational agriculture. This report includes statistics and tables showing distribution, size, length of class periods, and other information.

2297. THOMPSON, CHARLES H. "The Vocational Guidance of Negroes." *Journal of Negro Education* 4:1-4, January, 1935. Same, *Occupations* 14:44-7, October, 1935.

An editorial expressing the hope that Negro educators will give increasing attention to vocational guidance, because of the double need existing in the case of a racial minority. Holds the opinion that Negroes must not limit their search for jobs to the narrow range of service to their own race, but should take their place with all other workers, doing the same kinds of work.

2298. WASHINGTON, FORRESTER B. "The Need and Education of Negro Social Workers." *Journal of Negro Education* 4:76-93, January, 1935.

Considers the Negro social worker best for his own race; presents arguments on both sides. Outlines the curriculum, training and qualifications, and demand for more workers. Looks to this group for leadership in social planning and making possible the survival of the Negro as a recognized element in the population.

2299. WASHINGTON, FORRESTER B. "Social Work and Vocational Guidance." *Occupations* 14:547-52, March, 1936.

Advances the belief that vocational guidance is a division of social work rather than of education, and presents a picture of the discouraging Negro situation. Places the responsibility upon social workers among Negroes and teachers in Negro schools in the South, and gives social workers the credit for tackling the problem of occupational opportunities for Negroes.

CHAPTER XVIII

YOUTH IN OTHER COUNTRIES

- A. Youth among the Nations, Nos. 2300-2317
See also 104, 108, 110-115, 124, 126, 175-177, 804-812, 1905,
2442-2446, 2463
- B. The British Commonwealth, 2318-2343
- C. France, 2344-2345
- D. Germany, 2346-2377
- E. Italy, 2378-2387
- F. Poland, 2388-2389
- G. Russia, 2390-2404
- H. Jewish Youth in Europe and Palestine, 2405-2411
- I. The Far East, 2412-2429
- J. Latin America, 2430-2437

MOST of the literature of European youth appearing in recent years echoes with the sound of marching columns of children, and in this chapter will be found considerable material dealing with the organized youth of Germany, Italy, and Russia. The distressing amount of post-war unemployment among young adults was probably the most important factor in enabling the dictators to impose wholesale regimentation.

Although similar conditions existed elsewhere, the democracies have attacked their unemployment problems in very different ways. In Great Britain relief programs have taken shape in the well-publicized junior employment and instruction centers and in the transfer of idle young persons from depressed regions.

Both in the Far East and in Latin America the student movements occupy the most prominent place in the literature. We read of university students revolting against national policies which they consider intolerable, and generally taking an active part in political affairs.

An unique experiment is revealed in the writings concerning Jewish youth in Palestine, some whose families are political emigrés, others pioneers or visionaries, coming to complete their education or to cast in their lot as citizens of the Jewish national homeland.

A. YOUTH AMONG THE NATIONS

2300. BARNARD, EUNICE F. "March of the Children Under Dictators." *New York Times Magazine*, p. 12-13, 18, October 20, 1935.

The government-controlled child and youth movements in Italy, Germany, Russia, and Japan.

2301. BROOKS, ROBERT C. *Civic Training in Switzerland: A Study of Democratic Life. Studies in the Making of Citizens.* Chicago: University of Chicago Press, 1930. 436 p.

The Youth Movement, p. 373-5.

2302. BUDAY, KALMAN DE. "The Youth of Europe." *Nineteenth Century* 121: 129-34, January, 1937.

The situation of young people of Europe immediately following the World War and up to the present time. The confusion of ideas resulting from rivalry among nations and within nations, division of young people into war and peace groups. Difficulties arising from confining youth within the borders of their homelands; the stifling of intellectual interchange and the resultant increase of tension between nations. "The spontaneous creative patriotism of a European youth is what is needed, whose spirit is ever ready to adjust itself to every new situation . . ."

2303. CONFERENCE FOR THE REDUCTION AND LIMITATION OF ARMAMENTS. "European Youth Crusade for Disarmament and Peace." *Journal* (Geneva), No. 42, April 10, 1932.

Deputation received by the president of the conference, held in Geneva, 1932.

2304. COSMOPOLITAN. "Being Young is Different Now." *Cosmopolitan* 99:30-31, 163-66, July, 1935.

A symposium in which eight writers report the interests, difficulties, and achievements of young men and women in eight countries: England, Rebecca West; America, Herbert Agar; Italy, Vincent Sheean; Russia, Eugene Lyons; China, Pearl Buck; Japan, Upton Close; Germany, Dorothy Giles; France, Louis Bromfield.

2305. COX, PHILIP W. L., AND KOLIN, JALINA. "Associational Living of Youths and Adults for Jugo-Slavia." *Secondary Education* 4:46-50, January, 1935.

Tells of the values to be gained from vertical groupings of young and old such as are potent forces in some European countries, especially the dictatorships. For this article, the authors have observed the Sokol of Jugo-Slavia, which is a folk institution fostering nationalism and un-

ity, health, social life and recreation, Slavic culture, songs and legends, and amity for the sake of social progress. There are 25 Sokol units, divided further into societies and legions, made up of peasants, laborers, artisans, merchants, teachers, state employees, soldiers and officers, physicians, lawyers, priests, students, and others. Health and recreation centers are maintained by the organization, aided by government funds.

2306. DODDS, ELLIOTT. "A Young Liberal International." *Contemporary Review* 139:41-7, January, 1931.

The international union of young liberal, radical, and democratic societies, organized in Berlin in 1929 and completed at the November, 1930, conference in London, with delegates from eight European countries and Britain.

2307. DOWNS, SOPHIE W. "Educational Progress in Foreign Countries." *School and Society* 43:879-81, June 27, 1936.

German-English Youth Camps: first established in 1934 near Hamburg on a work-service basis, for the purpose of encouraging friendly relations between the youth of these countries. Hitler youth now attempting to enlarge their plans to include French and Polish young people. Progress in Education in Spain: long-needed reforms and appropriations for public schools secured during the past two years, but halted now because of civil war. School Changes in the Soviet Union: new systems of grading, promotion, and discipline. Length of school year changed, and several special schools established. Uniform dress prescribed.

2308. HOLLAND, KENNETH. "The European Work-Camp Movement." *Junior-Senior High School Clearing House* 10:145-51, November, 1935.

Describes work-camps since their beginning as liberal experiments in 1922; their change from work-service to training camps of political propaganda in Germany; and the relatively small part each plays in European countries. Contrasts them with our Civilian Conservation Corps, which offers an educational program superior to any found in Europe.

2309. KOHN, HANS. "Youth Movements." *Encyclopedia of the Social Sciences*, Vol. XV, p. 516-21. New York: Macmillan, 1935. 714 p.

Comments on pre-war youth movements in the principal countries of Europe and in the Orient, with emphasis on Germany, followed by a brief discussion of the role of youth organizations in the post-war dictatorships, particularly the regimented and indoctrinated Fascist, Communist, and Nazi youth contingents. "They have gained perhaps in efficiency and in the attainment of definite economic and political ends, but they have certainly lost the great personal and creative appeal of autonomous freedom, sincerity and human comradeship which distinguished them in the pre-war period."

2310. MARKHAM, R. H. "Young People of Austria and Southeastern Europe Becoming More Dynamic." *Christian Science Monitor*, p. 1, May 29, 1935.

Austria's partisan young people are divided into two camps, "Marxists" and "Fascists", both reformers and crusaders. There seems to be growing idealism and reform; in all southeastern Europe the left-wing group favors pacifism and the nationalists are the militarists. Religion plays a very small part in the lives of these youth.

2311. MONTHLY LABOR REVIEW. "Measures to Provide Employment for Young Workers in the Netherlands."

Monthly Labor Review 44:580-1, March, 1937.

Abstracts a report of the American consul at Rotterdam, made in October, 1936. In addition to mentioning schemes adopted to relieve the ill effects of continued unemployment, a plan for providing more jobs is recommended. It is known as the "Two-for-One" system and is meeting with success in Rotterdam. Boys from 14 to 20 years old are hired for half-days, thus making it necessary to hire two boys for each full-time job, with the free time being spent in study and trade training.

2312. MONTHLY LABOR REVIEW. "Special Measures for Aid of Unemployed Young People in Foreign Countries." *Monthly Labor Review* 44:581-7, March, 1937.

Notes on the actions of 20 countries in behalf of jobless youth, as recorded in the 1935-36 Yearbook of the International Labour Office. We learn what other nations have done along lines of vocational training, employment centers, public works for young people, compulsory labor service, and research studies dealing with unemployment among youth.

2313. PAUL, LESLIE A. "The Decline of the Youth Movement." *Adelphi* (England) 17:317-27, February, 1934.

Considers the activities of world youth to be their expression of revolt against outworn customs and a rejection of all second-hand experiences. There is a greater gap between the world of parents and their children today than there ever has been between the two generations. All youth movements begin by a break away from authority and end by being drawn under another form of authority. Contrasts the pre-war German Wandervogel with the English Boy Scout Movement, which was the model for the

Italian Balilla, the Red Falcons of Central Europe, and the Young Pioneers of Russia. "Henceforward the youth movement must oppose the social system and seek to overthrow it, or support it and submit to its authority."

2314. ROUCEK, JOSEPH S. "The 'Tramping' Movement in Central Europe." *Sociology and Social Research* 18: 158-63, November, 1933.

How the movement began in Czechoslovakia, its social importance, political and economic origins, and the numbers attracted. The writer expresses the belief that its chief impetus came from the post-war generation, frustrated and seeking an outlet for its discouragement and a flight from reality.

2315. SCHOOL AND SOCIETY. "Farewell to Youth." *School and Society* 44:650, November 14, 1936.

Quoted from the *New York Times*. The regimentation of European youth today; their conscription into work camps and the army, and compulsory pre-military physical training. Poland, Austria, Germany, Russia, Italy, and now France are taking from their youth individuality, initiative, and power of choice.

2316. TUNIS, JOHN R. "The Dictators Discover Sport." *Foreign Affairs* 14:606-17, July, 1936.

The building of military strength in countries ruled by dictators, and three aims shared by these leaders: to keep youth busy and out of political mischief, to use athletic victories as propaganda, and to create defenders of the nation. Good accounts of sports as controlled by the central governments in Russia, Italy, and Germany.

2317. U. S. WORKS PROGRESS ADMINISTRATION. *The World of Youth*. No. 75

of Relief Notices, November 11, 1935. Washington: W. P. A. Research Library, 1935. 36 p. mimeo.

Abstracts on youth movements in 21 foreign countries.

B. THE BRITISH COMMONWEALTH OF NATIONS

2318. BIRD, EDWARD. "Canada: A Young Man's Country at a Young Man's Time." *Nineteenth Century* 121:135-44, January, 1937.

The pioneering spirit of Canadian youth as reflected in their ideals, habits, hobbies, and recreation. Describes the national resources of this rich and undeveloped country, and in particular life in the North woods. A Canadian boy's opportunities for summer camping and his worship of physical fitness, as contrasted with the lack of similar experiences among English young men and boys. The writer, an Englishman, considers that powers of body, mind, and spirit are developed at the same time. Discusses the Canadian outlook upon science, education, the arts, politics, and war. Deplores the Englishman's tendency to look backward and to hold no faith in the future.

2319. CUNNINGHAM, W. W. "New Worlds for Youth." *Christian Science Monitor*, p. 6, March 18, 1936.

British young people taken from depressed industrial and mining areas to sections where jobs are available — an experiment in caring for idle youth sponsored by the English Government.

2320. DAVIS, MAXINE. "An Open Letter." *McCall's* 64:16, 17, 25, 30, November, 1936. Condensed under title, "England Finds Jobs for Her Youth," in *Reader's Digest* 29:75-8, December, 1936.

The acute aspect of our permanent unemployment problem brought about by the recent depression. Miss Davis turned to the International Labour Office for information concerning the experiences of other countries. These facts emerged: a permanent unemployment relief program should include unemployment insurance, labor exchanges, and public works. England furnishes the best example of the first two features, and Sweden of the last one. Proceeds with a detailed story of the working of England's Employment Exchanges and unemployment insurance: how jobs are found, the scheme of transferring idle young persons from depressed areas to other section where jobs exist, compulsory education centers for young people without work or working part-time. Contrasts our palliative relief measures with the more permanent system worked out in Great Britain.

2321. DICKIE, JEANNETTE C. "English Youth on the Road." *Forum* 91:246-9, April, 1934.

The story of the Youth Hostels Association.

2322. DYER, ERNEST. "Youth Hostels and Hiking." *New Statesman and Nation* 2:135-6, August 1, 1931.

An account of the rise and growth of the hostel movement in England and Wales and routes which the Youth Hostels Association has mapped out.

2323. GILBERT, JOHN W. "Against Raising the Compulsory School Age." *English Review* (London) 60:24-7, January, 1935.

Concerning changing the upper limit from 14 to 15 years, these are the writer's objections: (1) the schools should not be disrupted merely to deal with unemployment, (2) no educational advantage would accrue to the new age group, (3) serious reactions to many forms of post-

primary work would be disastrous, (4) there is no financial provision, and (5) the non-provided school question remains unsettled. He advocates a generous trial of the government's juvenile instruction centers.

2324. GILES, G. R. "Unemployment Among Young People in Australia." *International Labour Review* 31:811-36, June, 1935.

Pictures the extent of the problem in the entire country and methods for relief adopted by New South Wales, Victoria, Queensland, South Australia, Western Australia, and Tasmania. Each state plans its own program instead of depending on central authority. Some of the schemes to aid young people call for farm schools, employment bureaus, apprenticeship, training schools, and local committees organized for the purpose of finding suitable occupations for needy youth.

2325. HUTCHISON, WINIFRED. "The Employed Girl Surveys Herself." *Woman's Press* 31:214-15, 240, May, 1937.

About 1,000 Canadian girls, of whom 60 per cent were Y. W. C. A. members, replied anonymously to a questionnaire distributed in 1936 by the Y. W. C. A. in Canada. Information was sought on the following subjects: wages, labor unions, living costs, working hours, satisfaction with jobs, insurance, work experience, how to raise the status of women workers, occupational groups represented, financial responsibilities, personal tastes, and recreation. Conclusions reveal the oft-mentioned need for vocational guidance in order to avoid waste of time and energy in trying out different jobs. Salaries for girls trained for professional careers are too low; there is evasion of the minimum wage law; and there is a tremendous turnover among domestic workers.

2326. HOYLAND, J. S. *Digging with the Unemployed*. London: Student Christian Movement Press, 58 Bloomsbury Street, W. C. 1., 1934. 100 p.

The author's experiences in Wales for several summers with volunteer laborers, unemployed miners, European students, and a few English students; they built an outdoor swimming pool and beautified many hillsides and towns. He discusses the great benefits from such international cooperation.

2327. JEWKES, JOHN. "Economic Background of Fourteen to Eighteen." *Adult Education* (England) 8:128-33, December, 1935.

Submits figures on juvenile unemployment in Great Britain and discusses the situation of those unsuited to their jobs. Recommends technical training in schools and a longer period of years of attendance and suggests other ways of relieving the unemployment situation and guarding against exploitation of boys and girls by employers.

2328. KELLER, FRANKLIN J. "Grappling With the Youth Problem: Occupational Adjustment in Great Britain." *Occupations* 13:293-317, January, 1935.

A description and evaluation of Great Britain's scheme of effecting occupational adjustment of youth by means of juvenile employment exchanges, appointment bureaus for university graduates, continuation schools for the employed, junior instruction centers for the unemployed, and trade schools for those who can afford them.

2329. KENWORTHY, WILLIAM. "Youth Looks Ahead." *Forum* 94:241-4, October, 1935.

A young Englishman on the dole tells his story and explains his theory of bringing about better living conditions,

which he calls "the socialism of true Christianity." He believes salvation will eventually come from a complete change of thinking among the more fortunately-situated classes. Deplores economic conditions which deny young people a chance to earn a living and force them to accept the dole or starve.

2330. MITCHELL, J. M. "Youth Services in Scotland." *Spectator* (London) 152:809-10, May 25, 1934.

Describes the organizations for young people, their aims, and need for expansion of such work. Gives information on Boys' Brigade, Boy Scouts, Girl Guides, and hostel movement, and similar activities.

2331. MONTHLY LABOR REVIEW. "Aid for Unemployed Educated Youth in India." *Monthly Labor Review* 43:884, October, 1936.

A list of nine recommendations drafted by a committee chosen by the United Provinces of India, covering among other proposals the establishment of an industrial colony and an experimental farm, and the appointment of a Provincial Employment Board.

2332. MONTHLY LABOR REVIEW. "Compulsory Schooling for Unemployed Juveniles in Great Britain; Junior Instruction Centres and Classes." *Monthly Labor Review* 42:376-83, February, 1936.

Progress of this plan since its beginning in June, 1934, under the Ministry of Labor. Describes its purpose, type of courses, certification, attendance, discipline, staff, financial arrangements, and shows average attendance since 1934.

2333. P. E. P. (POLITICAL AND ECONOMIC PLANNING). *The Entrance to Industry*. London: P. E. P., 16 Queen Anne's Gate, S. W. 1, May, 1935. 56 p.

Advocates raising school-leaving age to 15 and the establishment of many more day continuation schools, such as some business firms maintain for young employees.

2334. RALPHS, F. LINCOLN. "British Youth Chafed by Tradition." *Christian Science Monitor*, p. 1, May 27, 1935.

A young man speaks for his generation, which is restless and discouraged over the present world situation. They want to fight against poverty, slums, war profiteering, and similar evils, but lack a real leader. They are pacific, intense in their desire for a better world, and rebel against being exploited.

2335. ROOFF, MADELINE. *Youth and Leisure: A Survey of Girls' Organizations in England and Wales*. Edinburgh: Constable, 1935. 264 p.

Included are sections on the Youth Hostels Association and several junior political movements.

2336. SCHOOL AND SOCIETY. "British Youth Hostels Association." *School and Society* 33:361, March 14, 1931.

The growing interest in hostel trails, which fosters a love of the countryside.

2337. SIMMS, J. C. W. "Young Farmers' Clubs." *Great Britain Mining and Agricultural Journal* 40:1144-52, March, 1934.

Describes the formation and growth of these clubs in Great Britain and tells of their activities.

2338. SMITH, S. G., AND ANSELL, A. E. *Juvenile Unemployment, New Zealand, 1933*. Obtainable from the Government Printing Office, Washington, D. C. 12 p. (18 cents)

A report by two members of the New Zealand parliament, addressed to the

Prime Minister, which considers plans for reducing unemployment of boys under the age of 20 years.

2339. SMITH, WILFRED C. "The Canadian Youth Congress." *Canadian Forum* 16:16, 17, July, 1936.

An observer sets down his impressions of this meeting of 450 young people representing 300 organizations in Canada. Two general subjects for discussion were "Canadian Youth and World Peace" and "Youth in the Canadian Economy." The young people were tolerant and realistic, expressed disgust with militaristic and imperialistic propaganda. The writer praises the spirit of the Canada Youth Act drafted by the young delegates, especially their ideal of wanting jobs that are socially useful.

2340. SPECTATOR. "A Trust for Youth." *Spectator* (London) 154:381-2, March 8, 1935.

A preliminary statement of King George's Jubilee Trust; funds to be used to help organizations working for youth in all parts of the British Isles and to train workers in such organizations and activities.

2341. TAIT, D. CHRISTIE. "Unemployment of Young People in Great Britain." *International Labour Review* 31:166-89, February, 1935.

Statistics on the numbers of young people above the age of 14 years; where they are concentrated. It was discovered that the greatest amount of unemployment is among the group from the ages of 18 to 20. Remedial measures include the well-known instructional centers, vocational guidance and placement, unemployment insurance and assistance, and the raising of the school-leaving age.

2342. TAWNEY, R. H. "Unemployment and the School-Leaving Age." *New Statesman and the Nation* (London) 6: 626-7, November 18, 1933.

Favors raising the age to 15 years, if not everywhere at least in the depressed sections of the country, and offers replies to certain objections which have been voiced by others. If this regulation were put into effect, a four-year period of secondary education would be possible for all English boys and girls. Cites figures on juvenile unemployment for several years, by ages, different localities, and in various industries.

2343. WORLD TOMORROW. "Pacifism at Oxford." *World Tomorrow* 16:245, March 15, 1933.

The vote of Oxford Union on "fighting for King and country."

C. FRANCE

2344. BROWNE, MALLORY. "French Youth Challenging." *Christian Science Monitor*, p. 1, May 29, 1935.

In France the youth are criticising the political system, the economic order, and social conditions. They want authority and discipline to accomplish reforms, even dictatorship. They neglect religion quite generally.

2345. SIEBURG, FRIEDRICH, AND MOUSSINAC, LEON. "Youth of France: the Fascist View, and the Communist View." *Living Age* 345:434-41, January, 1934.

The German writes his impressions of the difficulties facing young people in France who, in spite of their dissatisfaction with the government, are nevertheless better situated than the youth of other European nations. Although politics is the most attractive career to them, they are unable to break through the wall their elders have set around the political system. There are a few organized youth

groups which have lost belief in capitalism and "want the nation to be a community of life and ideals to which private morality will be subordinated", and which are considered hard and arrogant.

The Communist viewpoint is expressed by citing modern French authors and societies to whom the revolutionary proletariat appeals for support. Instead of forming the old "literary chapels", the young citizens or students form political groups, a sharp departure from the established order in France. Moussinac refers to the Association of Revolutionary Writers and Artists, Proletarian Writers, the Surrealist group, Theatre of International Action, and other similar organizations.

D. GERMANY

2346. ADAMS, VYVYAN, AND BEMMANN, JOCHEN. "Where Is Young Germany Heading?" *Forum* 94:5-11, July, 1935.

A dialogue between a member of the British House of Commons and a leader of the German youth movement, in which many questions regarding the aims of the movement are raised. Germany claims that her labor camps are not militaristic, but the means of creative upbuilding of young bodies and minds, the land, the labor system, the social system, and general culture. England's representative expressed his opinion that no personal freedom existed in Germany, only an automatic response to Hitler's demands. The newly-organized German-English youth camp for students and the unemployed enters the discussion, and its purpose is explained as an attempt to encourage international friendship.

2347. ALEXANDER, THOMAS, AND PARKER, BERYL. *The New Education in the German Republic*. New York: John Day, 1929. 387 p.

Includes information on the youth movement, hostels, and other topics, in addition to chapters on formal education, the revolution and the schools, and related subjects.

2348. ARNOLD, HENRY J. "The Work-Camps of Germany." *Journal of Adult Education* 4:412-15, October, 1932.

History of work camps since their beginning in 1925, the day's activities, and the prospects for their future. What contribution they make to individual lives and to Germany's economic and social life.

2349. ASCHER, MARY K. "A Comparison of Education and National Ideals in Germany and the United States." *School Review* 45:368-80, May, 1937.

"The American way of life is primarily the product of mass enlightenment; the German *Weltanschauung* is the product of the constant subjugation of the masses to the will of an autocratic militaristic dictatorship." A decree of April 25, 1933, drastically reduced the total university enrollment in Germany and provided elaborate regulation of the admission of students to be selected by tests in which "national reliability" is a principal factor. Many other startling features of German education under the current regime are portrayed.

2350. BECKER, CARL H. "The Present Education Situation in Germany." *School and Society* 32:679-91, November 22, 1930.

One of Germany's leading educators discourses on the new spirituality and humanity in education, with a corresponding gymnastic revival, which lead to the development of mind, spirit, and body.

2351. DE BESSENYEY, GABOR. "German Youth is Lost Under State Tutelage." *America* 58:320-1, January 8, 1938.

Asserts that there are at least 5,000,000 baptized Catholic children and youth in Germany, even though the number of their elders is reduced to about 3,500,000 through intimidation by the party in power. States Nazi aims in general education. Deplores the minor role of moral instruction and the pagan influences which surround all pupils in the compulsory state schools. Describes the intensive training being given to a select few chosen to be future rulers of the country.

2352. FAY, SIDNEY B. "German Youth Societies." *Current History* 43:650-1, March, 1936.

History of "Hitler Youth" and development of "Reich Youth." Pictures the reaction of German young people to these organizations and the devices employed to enlist every youth in one or the other.

2353. GAVIT, JOHN PALMER. "The Gold Mine of Germany." *Survey* 61:579-83, February 1, 1929.

Sees in the youth movement the hope of a new Germany. Traces its beginnings and explains the original aims of the *Wandervogel*, its revolt against materialism and its search for comradeship. Before the war, physical perfection was the ideal, but until very recently this emphasis was neglected in favor of participation in the National Socialist party affairs. Once again, however, young Germans are drawn to the tramping movement and the government has set physical development as a goal in its program for German youth.

2354. HABICHT, LOJO. "The Youth Movement and Its Educational Implications in Germany." *Eastern States Association of Professional Schools for Teachers, Proceedings* 9:238-46, 1934.

Describes the *Wandervogel* movement and reasons for its origin; the work camps, created for the purpose of uniting students, peasants, and workers for a new type of citizenship. Considers the youth movement an integral part of the new Germany; states that it helped to form its "spiritual attitude." In education, all aims are subordinated to the political ends of the government.

2355. HEYM, STEFAN. "Youth in Hitler's Reich." *Nation* 142:836-40, June 27, 1936.

The fate of German youth after three years of Nazi rule; attitudes of certain groups toward National Socialism; the *Arbeitsdienst* (compulsory labor service) and the *Landhilfe* (servitude on farms).

2356. HOLLAND, THONALD. "Young Germany and Its Leaders." *Spectator* (London) 155:769-70, November 8, 1935.

An account of the rise of young men leaders of Hitler's youthful recruits and the training school which prepares them for their duties. Mentions several youth organizations, both boys' and girls'.

2357. KIESEL, KARL A., editor. *German Youth in a Changing World*. Berlin: Terramare Office, Kronestr. 1, W. 8, 1933. 48 p.

An English translation of a booklet which contains: "Leadership of German Youth", by Rudolph Apel; "Hitler Youth", by Willi Korber; articles on the youth hostel movement in Germany and England, Youth in the Frontier Lands, Youth in Labour Service, and the Olympic Games in Berlin, 1936.

2358. KOSOK, PAUL. *Modern Germany: A Study of Conflicting Loyalties. Studies in the Making of Citizens*. Chicago:

University of Chicago Press, 1933. 348 p.

The Youth Movement, p. 208-26.

2359. KRUGER, FRITZ-KONRAD. "Spirit of the German Youth Movement and Its Effect on Education in Modern Germany." *School and Society* 30:489-93, October 12, 1929.

Outlines the development of the youth movement and discusses the influence of technological progress on education, science, and art.

2360. KUNZER, EDWARD J. "The Youth of Nazi Germany." *Journal of Educational Sociology* 11:342-50, February, 1938.

Sketches the history of the German *Jugendbewegung* or youth movement since 1900. Prior to the war it was non-political, and represented primarily an effort to escape from the severe intellectualism of the school and the materialism and routine of modern industrial life. In the early nineteen thirties the youth largely transferred their allegiance to the *Hitler Jugend*, and the propaganda of the present regime has captured the enthusiasm of the young, though with questionable ultimate results. The Hitler youth movement is criticized by church leaders and to some extent by teachers and parents, but with little effect at present. This author believes that Baldur von Schirach, Nazi youth leader, would supplant Christianity with German paganism.

2361. LINKE, LILO. *Restless Days: A German Girl's Autobiography*. New York: Alfred Knopf, 1935. 432 p. Reviewed by R. Graefenberg in *Saturday Review of Literature* 11:629, April 20, 1935.

Part Two is devoted to the German youth movement.

2362. McALLISTER, JOSEPH B., JR. "The Wanderers, Germany." *Catholic World* 140:687-90, March, 1935.

The author's impressions of the young "Wanderers" in Germany, where they come from and where they go, their schooling and aspirations; the popularity of the hiking movement, its advantages and benefits.

2363. MILLER, ADELAIDE H. "The German Youth Movement." *Journal of Health and Physical Education* 8:352-4, 394-5, June, 1937.

A visitor to Germany in the summer of 1936 relates her favorable impressions of youth groups as organized under Hitler's regime. She discusses German youth movements since the late nineteenth century, and is convinced of the value of the character-forming and body-building aspects of the present system of "extra-school education." Describes the hostel movement and its benefits.

2364. NORLIN, GEORGE. "Germany and Its Youth." National Education Association, *Proceedings* 1935:455-7. Same, *Secondary Education* 4:201-2, September, 1935.

Explains why Hitler appeals so strongly to Germany's young people and the reason for the pressure brought to bear upon all citizens of the new Germany for absolute obedience to Nazi commands.

2365. RADOSAVLJEVICH, PAUL R. "Ideals and Methods of the Proletariat Youth Movements in Germany." *School and Society* 31:601-3, May 3, 1930.

A history of the different youth organizations, their origin and growth, and aims of the present movement in Germany.

2366. REICHSAUSSCHUSS DER DEUTSCHEN JUGENDVERBANDE. *Leisure and*

Education in Germany. (Freizeit und Bildung in Deutschland). Berlin: W. 35, Potsdamer Strasse 120, 1929. 88 p.

An English and German compilation of ten articles on phases of the German youth movement, the organization of the various groups, their affiliation with the Reich, financial support, types of activities, and the youth hostel movement.

2367. SCHOOL AND SOCIETY. "Labor Camps and Requirements for Admission to German Universities." *School and Society* 41:371-3, March 16, 1935.

Describes life in the *Arbeitsdienst* and the *Landjahr* and the elimination processes employed to restrict enrollment to a small, selected group of young people conforming to National Socialist ideals.

2368. SCHOOL AND SOCIETY. "The Nazis and Higher Learning." *School and Society* 43:712, May 23, 1936.

Quoted from the *New York Sun*. Reasons for the decline in enrollments at the German universities: changed outlook of Nazi followers regarding the value of higher education; elimination of Jews from universities; demands made upon students by the party; and discouragement of higher education for women.

2369. SHEATS, P. H. "Citizenship Training in the New Germany." *School and Society* 42:833-5, December 14, 1935.

Contrasts the emphasis placed upon education for National Socialism in Germany with our own curtailment of school budgets during periods of economic distress. Describes the extra-school agencies working for the development of citizenship among German youth: the land year (*Landjahr*), the work service (*Arbeitsdienst*), and the Hitler Youth Organization. "Few of our youth find in the citizenship education at present offered in our

public schools the driving force to aggressive defense of democratic principles", writes the author concerning American education. He asserts that although we may object to the political ideals of Germany, the methods used to teach them are not invalidated by the end sought.

2370. SOLOMON, BEN. "The Youth Movement in Germany: A Study of One of Today's Most Significant Movements." *Recreation* 25:415-20, November, 1931; 25:556-62, January, 1932.

The story of the beginnings of the German youth movement and its ensuing changes. Lists many organizations which comprise the current federation. In the second article there is a discussion of youth hostels.

2371. SOLZBACHER, WILHELM. "The German Youth Movement." *New History* 2:2-5, April, 1933.

Attributes the rise of the organization to young Germans' efforts to overcome the national decay resulting from prosperity and materialism before the war. In the years following the war, some young people joined political groups, but the majority turned to rebuilding the educational and cultural life and to promoting peace. With increasing unemployment, however, more and more turned to communism and Hitlerism. Labor camps sprang up, some socialist, some Catholic, some nationalist, and others Hitler organizations. The author sees the danger of all becoming purely militaristic and compulsory, and feels that hopes of peace are being blighted by the leaders. A co-operative society should prove the solution to the social and economic disorder.

2372. TAYLOR, JOHN W. *Youth Welfare in Germany*. Nashville, Tenn.: Baird-Ward Co., 1936. 260 p.

A history and description of the organization, administration, support, and

personnel of German youth-welfare agencies. Includes discussion of the educational content of the youth activities, and their impact upon such problems as unemployment and juvenile delinquency. The Hitler Youth organization and the labor camps under the Nazi regime receive attention in a manner descriptive, but not evaluative.

2373. Ulich, Robert. "The German Youth Movement and Its Social Effect." Institute of Public Affairs, (University of Georgia) *Proceedings* 1930:43-56.

A paper read at the fourth annual session of the Institute, tracing the cultural and historical backgrounds of the youth movement in Germany. Describes the rise of the middle-class, liberal movement, chiefly students, about 30 years ago; and the working-class group following the World War, with political aims and economic demands in contrast to the interests and aims of the earlier group. In 1930 there was a network of youth groups in the country: Hitler Youth, *Wandervogel*, religious groups, political organizations, and youth dedicated to tasks of social reform.

2374. von MOLTKE, HELMUTH JAMES. "Youth Looks In, and Out." *Survey* 61: 555-6, 624, 628, February 1, 1929.

A young man's opinions concerning the difficulties of achieving political unity in Germany. In 1928 the youth organizations were not all allied with political parties; they were determined in due time to govern themselves. Young people were skeptical about a state with no class distinctions, although they would consider it a step forward if distinctions were leveled between the town and country classes and between those with academic educations and those without. Discusses the part Germany should play in European affairs, and her relations with the United

States. Speaks of the necessity for reconciling the interests of the agrarian east with the industrial west, in view of the danger that eastern Germany may be attracted by Russian ideas. Expresses a hope for peace.

2375. WUEST, CHRISTOPHER, JR. "The Youth Program in Germany." *Junior-Senior High School Clearing House* 9: 459-61, April, 1935.

Impressions received during a visit to Germany in the summer of 1934, chiefly concerning Hitler Youth, the hostel system and its advantages, and the possibilities for uniting American youth in similar fashion.

2376. WILLIAMS, J. E. "German Youth Expresses Perplexity." *Christian Science Monitor*, p. 1, May 28, 1935.

German youth seem more uncertain than those of other countries, more shaken by war and political upheaval. They believe sincerely in Hitler, although they may feel doubt on some points in National Socialism. Militarism is their means of attaining a national ideal; they are loyal to the "Third Reich" and are always the followers, not leaders, because no criticism or questioning is tolerated.

2377. YOUNG, ERLE FISKE. "The German Youth Movement." *Sociology and Social Research* 16:367-79, March, 1932.

Investigates the sources of dissatisfaction of young people of Germany with their social and economic institutions. Tells how the early "wanderers" group led the movement toward new standards, and traces its growth from the first days when conflict with parents, schools and materialism typified the movement. The history ends with a discussion of the adjustment finally resulting between the youth group and the adult world, but voices the discontent arising out of the adult pressure upon the group. It is

feared that adults will again gain control through guileful methods.

E. ITALY

2378. ASCOLI, MAX. "The Fascisti's March on Scholarship." *American Scholar* 7:50-9, Winter, 1938.

There was no intellectual leadership in the early days of the Fascist party. Soon the secondary schools were placed under party control, and a few years ago the universities likewise. Now there is an undercurrent of defeat and hopelessness among the older teachers and professors. It is argued that culture and fascism will not mix.

2379. CONTEMPORARY REVIEW. "Fascism and Youth in Italy." *Contemporary Review* 145:698-706, June, 1934.

A young Italian writes anonymously about conditions in Italy and claims that there is increasing anti-Fascist sentiment. Most of the group are young and many, including the author, have been imprisoned for their views. Only registered Fascists are able to find employment.

2380. CREMONA, PAUL. "Italian Youth Found Developing Ideas Along Given Official Lines." *Christian Science Monitor*, p. 1, May 28, 1935.

Italian youth have some concealed feelings of restriction under Fascism, but on the whole believe it to be a sound basis of government. They evince little interest in politics and social problems, and consider getting a job pure good fortune. Mentions the emphasis placed on sports by the new regime.

2381. DE NOVA, RODOLFO. "The Youth Movement and Its Educational Implications in Italy." *Eastern States Association of Professional Schools for Teachers, Proceedings* 9:227-37, 1934.

Explains reforms in education since the advent of Fascism. In 1927 the *Opera Nazionale Balilla*, under the Ministry of National Education, undertook the physical training of boys and girls from 8 to 18 years of age, both in school and out of school. Health education, preventive and curative medical treatment, study opportunities for the older group, trips, and vocational training are part of the *balilla* program. Also mentions the part university students take in the conduct of the government.

2382. HARRISON, RANDOLPH, JR. "Opera Nazionale Dopolavoro." *Monthly Labor Review* 40:266-78, February, 1935. Condensed in *School Life* 20:154, 164, March, 1935.

Report of Italy's "National Leisure Time Society", under Fascist government. Scope, membership, organization. Its activities include: physical education, artistic education, instruction, and social assistance. Much propaganda is spread by films, plays, radio, printed matter, and instruction.

2383. LIVING AGE. "Italy's Rising Generation." *Living Age* 343:127-33, October, 1932.

How the youth of Italy are being educated in the Fascist regime, the place of the Church in the new state, the discipline and obedience required of all who are enlisted under Fascism.

2384. PARISI, ATTILIO G. "Italian Education Under the Fascist State." *Journal of the American Association of Collegiate Registrars* 13:59-69, October, 1937.

All policies are being directed toward the restoration of the ancient renown of Rome. Before Fascist reforms, public education was little more than mechanical but was reorganized on more liberal and cultural foundations by Gentile. The scope, aims, financing, and adminis-

stration of the present system are explained. Of three types of schools, the cultural is most popular. Military instruction is compulsory. A source of pride to the regime is the youth organization, *Opera Nazionale Balilla*.

2385. POOLE, ERNEST. "Sons of the Wolf." *Harpers* 175:460-9, October, 1937.

Narrative account of a visit to Italy, describing the training received by young boys from the age of six upward. Beginning with Sons of the Wolf, the program includes the Balilla, Avanguardisti, then the regular army. The youngsters drill with real rifles and are willing recruits because of the advantages they enjoy. Summer camps, trips over Italy, sports, clubs, films, and the state schools provide a life full of interest. The club commanders and the Duce's influence supply the inspiration. Schools emphasize Italian history, Fascism, science, and military tactics and largely neglect the classics. The universities are but tools of the government, and the press and radio are likewise controlled. It is difficult for boys to withdraw from the system, attempts resulting in court summons for their parents.

2386. SALVEMINI, GAETANO. "The Teachers' Oath in Italy." *Harvard Educational Review* 7:523-36, October, 1937.

Discusses the changes in teachers' status and freedom before the Gentile Reform and afterwards. Only one Milan university has escaped Fascist control, that one Catholic. Describes the purge of teachers and professors unsympathetic to the government, using specific examples of methods employed. In 1931 the oath was decreed and penalties were prescribed. Soon the Pope yielded to pressure upon Catholic interests and teachers of that faith were allowed to sign the

oath. Copies of all publications by teachers are sent to the Ministry of Education for inspection. Now university professors may be seen marching in the streets, occasionally under the command of their own students, who may have higher rank in the Fascist party.

2387. SCHNEIDER, HERBERT W., AND CLOUGH, SHEPARD B. *Making Fascists. Studies in the Making of Citizens.* "Fascist Youth Organizations", p. 178-82. Chicago: University of Chicago Press, 1929. 211 p.

The background and functions of the system, from firsthand information obtained from officials of the Fascist party, presidents of confederations, journalists, technical advisers, members of the bureaucracy, and statesmen. Both sympathizers and dissenters are represented. Part I: Group Attitudes, and Part II: Techniques of Civic Training. Discusses relationships with economic groups and with Catholicism. "Fascism rests fundamentally on the basis of international struggle."

F. POLAND

2388. ROSNER, JAN. "Productive Occupation for Unemployed Young Workers in Poland." *International Labour Review* 31:512-38, April, 1935.

A commentary on the recommendations of the International Labour Conference at its nineteenth session in 1935 at Geneva. Topics discussed are: school-leaving age, age of admission to employment, general and vocational education, recreational and social services for the youthful unemployed, employment centers, need for all governments to take a census of unemployed youth, and the desirability of public works programs as a solution.

2389. WINCH, MICHAEL. "Poland's Youth Grows Up." *Review of Reviews* (London) 85:26-9, August, 1934.

The program sponsored by Marshal Pilsudski for moulding the minds and bodies of Polish youth — the *Strzelec*, which organizes the boys for military training, sports, dramatics, and other recreational activities. The young people are learning to travel and mingle with others far more than their elders ever did, with increasing benefit to themselves and to Poland. Mentions the popularity of the Boy Scout movement.

G. RUSSIA

2390. AHL, FRANCES N. "The Youth Movement in Soviet Russia." *High School Quarterly* 24:183-8, April, 1936.

An impression of Russia's youth movement, its magnitude and power. Describes the activities of the different youth divisions of the Communist Party, with special reference to the Komsomol and the rigid regimentation of its 5,000,000 members, aged 16 to 23, under the military discipline of the Party. Interesting discussion of religion, social life, sports, ideals, and creeds of Russian young people.

2391. ARONSON, JULIAN. "Youth Movements in Soviet Russia." *Scholastic* 24:15-18, March 10, 1934.

The story of the Komsomol, Young Pioneers, and Octobrists; their origin, development, and activities. Also a description of the *besprizorni* (homeless children).

2392. CHAMBERLIN, W. H. *Russia's Iron Age.* Boston: Little, Brown, 1934. 400 p.

In Chapter 12, "New Russia", the Komsomol and the Young Pioneers are described.

2393. DEMAREE, BESS. "Russia's Young People Are Accepting Bolshevik Doctrine Unquestioningly." *Christian Science Monitor*, p. 1, May 29, 1935.

Russian youth is convinced that Communism is the ideal form of society and that the whole world will eventually be won to the cause. No doubts are tolerated; they hear only Bolshevik dogma and consider pacifism an evil. They need no other religion. Since there is no unemployment, they are not troubled by the same problems facing other millions of young people today.

2394. FURNISS, E. S. "The Soviet Youth Movement." *Current History* 35:303-5, November, 1931.

The purpose of the Komsomol and a description of its activities.

2395. HARPER, SAMUEL N. *Civic Training in Soviet Russia. Studies in the Making of Citizens.* Chicago: University of Chicago Press, 1929. 401 p.

The Communist Union of Youth, p. 42-60; The Pioneers of Communism, p. 61-85.

2396. LITERARY DIGEST. "Stalin II Among Russian Youth: Kosarev, Leader of Comsomols." *Literary Digest* 121:16, April 25, 1936.

The influence and achievements of Kosarev in regimenting Russian youth. Gives data on numbers of workers and students.

2397. LYONS, EUGENE. "A Code of Conduct for Soviet Youth." *Literary Digest* 117:15, 40, 41, February 17, 1934.

Alexander Kosiarov, leader of the Komsomol, speaks with authority concerning the principles governing the organization. He admits the early confusion and abuse of privileges which have

been criticized by the rest of the world, but avers that the League is now based on recognized socialistic standards. Youth achieve for themselves only through achieving for the whole society; they are eager for technical education and prefer industry to politics. Young Russians may now enjoy the same sort of amusements which normal young persons elsewhere enjoy; they dress in more attractive fashion than in the earlier days of the Soviet regime.

2398. MEHNERT, KLAUS. *Youth in Soviet Russia.* (translated by M. Davidson). New York: Harcourt, Brace, 1933. 270 p.

One chapter is devoted to the Komsomol, its history, purpose, and importance to Russia. Explains the organization, beginning with kindergarten-age children and ranging up to young persons 23 years old.

2399. NEWS WEEK. "Youth Learns How Much It Means in Russia's Future." *News Week* 7:16, April 25, 1936.

Brief discussion of the role young people play in the Soviet state with statistics on numbers of workers, women workers, and church affiliation. Mentions the Komsomol and propaganda methods of educating young Russians.

2400. OLBERG, PAUL. "Komsomol." *Contemporary Review* 142:206-12, August, 1932.

A description of the League of Young Communists, its membership and how it fluctuates from year to year. All members are recruited from the proletariat, and the apprenticeship is required of all members of the adult Soviet Communist Party. Explains the "action program" of the organization and its militaristic aspects.

2401. TROW, WILLIAM CLARK, editor. *Character Education in Soviet Russia*. (Translated by P. D. Kalachov). Ann Arbor, Mich.: Ann Arbor Press, 1934. 199 p.

A book concerning the Young Pioneer organization in Russia, its organization, activities, methods of discipline, leadership training, and objectives. Includes articles on the Communistic education of Young Pioneers, and the role of the leader. Also a selected bibliography on Russian education.

2402. WERMEL, MICHAEL. "The Youth Movement and Its Educational Implications in Soviet Russia." Eastern States Association of Professional Schools for Teachers, *Proceedings*, 9:247-56, 1934.

There was no revolt against the older generation in Russia, but a general enlistment of youth in the cause of social reconstruction and economic rehabilitation. Instead of a separate youth movement as in other European nations, all efforts were directed toward building a new society, eradicating illiteracy and class distinctions, and sharing the responsibilities of membership in the Communist party. When this article was written, there were twice as many young people under 25 as there were over that age — approximately 100,000,000.

2403. WILLIAMS, FRANKWOOD E. *Russia, Youth and the Present-day World: Further Studies in Mental Hygiene*. New York: Farrar and Rinehart, 1934. 270 p.

A comparison of American and Russian youth, including the young married group, high school students, school children, and pre-school children. Contrasts the standards, ideals, and freedom of the two countries. From the mental hygiene standpoint the Russians are better-adjusted to living; there is a lack of the nervous tension so common in this country.

The difference may be expressed as the difference between the competitive and the cooperative philosophies. We learn a great deal about problems of education, child care, marriage, divorce, religion, and the labor system. In Russia there is no separate mental hygiene program — it is only a part of the total social program, which includes schools, clinics, courts, prisons, all welfare agencies, and the factories. Often American youth are both jobless and purposeless, but never in Russia.

2404. WOODY, THOMAS. *New Minds: New Men? The Emergence of the Soviet Citizen*. New York: Macmillan, 1932. 528 p.

Octobrists and Pioneers, p. 101-41; Communist Youth, p. 142-68.

H. JEWISH YOUTH IN EUROPE AND PALESTINE

2405. BARDIN, SHLOMO. *Pioneer Youth in Palestine*. New York: Bloch Publishing Co., 1932. 182 p.

The evolution of the Zionist Pioneer Youth Movement and its development during the past 25 years; the struggles and achievement of these young people in building a Labor Commonwealth in Palestine. Much of the material has been translated from original sources for this volume. Contains a bibliography. A doctoral dissertation, Columbia University.

2406. COHEN, ISRAEL. "The Student Reign of Terror." *Menorah Journal* 25: 242-50, Spring, 1937.

A graphic description of brutalities inflicted upon Jewish students at Polish, Roumanian, and Hungarian universities, chief among offending institutions in central and eastern Europe. The writer appeals to public opinion for consideration

of the facts and to the International Committee for Intellectual Cooperation of the League of Nations for action.

2407. FLAKSMAN, LESLIE. "Jewish Youth Movements of Palestine." *Jewish Social Service Quarterly* 13:323-33, March, 1937.

Political, economic, racial, and religious factors which influence the various young people's organizations. Acquaints the reader with the aims of these groups: the young workers, scouting and pioneering, sports, Socialist, Leftist, and Zionist organizations; supporters of Judaism, Revisionists (for self-defense and extreme nationalism), the Student Union, and the Eastern Congregations. Points out the infinite possibilities for building a new order of society in Palestine.

2408. KATIN, LOUIS. "Jewish Experiments in Education." *Education Digest* 3:22-3, January, 1938. Reported from *Scottish Educational Journal* 20:306-7, October 22, 1937.

The most unique feature of modern Palestinian education is the Children's Village for emigrants and children of working parents. Self-discipline and freedom are the keynotes. After the age of 12 the children practically govern themselves, plan their social life, and help in planning their school curriculum. There are divisions for children from 3 to 8 years, from 8 to 14, and from 15 to 18, all conducted on progressive lines. It is difficult to provide instruction and training for a group with such varying backgrounds. Hebrew is the basic language, with English and Arabic compulsory in secondary schools. Agriculture takes a prominent place in the curriculum. Health standards are high. There are 350 Zionist schools with 40,000 pupils, in addition to private schools.

2409. LEVIN, SCHMARYA. *Youth in Revolt*. New York: Harcourt, Brace, 1930. 294 p. Translated by Maurice Samuel.

An autobiographic account of the early years and college days of the author, depicting Jewish customs and beliefs and the Jewish situation in Russia. Chapters include: The Coming of the Pogroms; Assimilations and Nationalists; The New Era; Restlessness; Flight; Ruler and Inquisitor; The Disinherited; I Become A Russian Soldier; On the Way to Palestine; Student Days in Berlin; The Russian Jewish Society; Beer and Ideals; Last Student Days in Berlin; Farewell to Youth.

2410. LEWITTES, MORDECAI H. "Student Life at the Hebrew University." *Menorah Journal* 23:36-43, April, 1935.

Some of the accomplishments of the Hebrew University at Jerusalem during its ten years of existence; the nations represented by the students and faculty; political interests and activities of the students; academic standards; what the future holds for the graduates. The expansion of facilities is handicapped by lack of funds, and there is a definite need for an agricultural school to train young people to aid in the development of the country.

2411. SCHOOL AND SOCIETY. "The Immigration of Jewish Children to Palestine." *School and Society* 42:593, November 2, 1935.

Hadassah, formerly concerned with medical and health activities among Jews, proposes to assist in the Youth Aliyah movement, sending German children to Palestine to live. The secondary schools and trade schools are closed to these children in Germany, and by migrating they may receive further education and become citizens of the new Palestine.

I. THE FAR EAST

2412. ANSTICE, E. H. "Youthful Radicalism in the Far East." *Pacific Affairs* 6:387-93, August, 1933.

Some observations on the student classes of modern Japan and China.

2413. BLAND, JOHN O. P. "Modern China's Students." *English Review* 54: 151-8, February, 1932.

Claims that "educational activities of the West in China have so far proved to be a destructive rather than a stabilizing influence." Tells of the abolition in 1904 of the ancient classical examinations, based on Confucian nationalism. Western teaching has not changed the anti-foreign sentiment and the textbooks reveal traces of Bolshevik influence. There is too little respect for obedience and discipline, as demonstrated by the rioting and hysteria of the student classes. Sees danger in the unbridled freedom of the students.

2414. BUCK, PEARL. "A Young Chinese Discovers China." *English Review* 61: 726-30, December, 1935.

Pictures the conflict between the ancient civilization and the modern spirit expressed by young Chinese educated abroad; their hatred and envy of foreigners and dissatisfaction with their own country prior to the collapse of values in western nations and the economic depression of recent years. Gradually the younger generation of Chinese are building upon the foundations laid by their ancestors, rather than emulating the pattern followed by western lands. Many have been attracted to communism; the educated classes are recognizing the proletariat; and in art forms, literature, and customs they are setting up standards for a new China.

2415. CHINA WEEKLY REVIEW. "On the Peiping Student Front." *China Weekly Review* 76:215, April 11, 1936; 76:

323-4, May 2, 1936; 76:440-1, May 23, 1936; 76:443-4, May 30, 1936; 77:16-17, June 6, 1936; 77:72-3, June 13, 1936.

A series of articles describing the struggles of Chinese university students who have organized a movement against a government of military absolutism; their fight against Japanese aggression. Riots have cost their toll in lives of students, and every demonstration results in clashes with the police. Gradually, however, there seems to be a growing sympathy for their cause. From Peiping, the center of activities has been moved to Tientsin.

2416. CHINA WEEKLY REVIEW. "Students in South China Protest Against Japanese Imperialism in North China." *China Weekly Review* 75:274-5, January 25, 1936.

An account of anti-Japanese student demonstrations in Canton, the objections of the Government to these patriotic displays, and the resulting friction in the universities.

2417. CHINA WEEKLY REVIEW. "Unemployed White Collar Workers and the North China Student Demonstrations." *China Weekly Review* 75:224-7, January 18, 1936.

The serious unemployment situation of Chinese college graduates due to low economic standards and the loss of the Manchurian provinces, where most of the educated youth found jobs, especially the technically-trained. Uprisings of the students are intended to rouse China to the danger of Japanese domination.

2418. HAGUE, HILDA L. "The Chinese Student, 1933." *Canadian Forum* 13: 252-4, April, 1933.

A teacher in a university of Peiping recalls her student days in Canada in 1914 during the days of feverish patriotism.

Describes the rise of the Chinese student movement since the World War, the part it plays in national affairs, and how the university program is interrupted by student outbreaks against Japanese aggression. Considers the youth of China much better informed on world conditions than western young people.

2419. HSIEH, C. Y. "Apology for the Student Movement." *China Weekly Review* 75:194, January 11, 1936.

An explanation of popular distrust of any student movement, of the good intentions of the young people, their inexperience and lack of discipline, and their right to express themselves regarding China's future.

2420. HUNG, WILLIAM, editor. *As It Looks to Young China: Chapters by a Group of Christian Chinese*. New York: Missionary Education Movement, 1932. 181 p.

"Setting Confucius Aside", by William Hung; "The Family", by T. T. Lew; "The School", by K. Ma; "The Vocation", by J. S. Chuan; "The Nation", by J. F. Li; "The World", by Y. Y. Tsu; and "The Church", by T. C. Chao.

2421. KAKEHI, MITSUAKI. "In Student Minds." *Contemporary Japan* 2:123-36, June, 1933.

The influence of the World War upon the thinking of Japanese youth and upon national ideals in general, particularly as it affected the spread of communism. Speaks of opposing groups: capitalistic and anti-capitalistic. Students were early attracted to democracy, even to Marxism, but since the assassination of Premier Inukai, there have been more aligned on the right-wing than on the left, in a form of state socialism. Mentions a survey made among university students regarding the existing political

and economic system. There is always a large middle group of superficial minds too easily led by any voice which arises.

2422. KEENLEYSIDE, H. L. "The Education of Girls in Japan." *Education* 58: 104-8, October, 1937.

A brief review of women's status in Japan. Early education and outside influences, especially mission schools. The present facilities for women students in contrast to those for men students. In elementary schools the instruction for boys and girls is similar, but less than 10 per cent of Japan's girls attend secondary schools. There is no government college for women. The day will doubtless come when equal opportunity for education will exist between the sexes. The foundation of all instruction is moral training, loyalty to the emperor, and obedience to one's superiors.

2423. MEAD, MARGARET. *Coming of Age in Samoa*. New York: William Morrow, 1928. 297 p.

The education of the Samoan child, particularly the girls. Pictures the life of the girl in the family group, within her own age group, in the community; her adolescence, marriage, maturity and old age; her personality. Mental and emotional conflicts so common in our form of society are lacking in Samoan civilization. While we have diverse ways of life, Samoa has only one. Our adolescents are confronted with serious problems of choice — occupational, social, and economic — but not in Samoa.

2424. MEAD, MARGARET. *Growing Up in New Guinea*. New York: William Morrow, 1930. 372 p.

Written after six months' study of the Manus tribe, with particular emphasis on the child's place in the family. Treats the early education of the Manus,

adolescence, marriage, sex, social organization, economic life, religion, supernaturalism, ways of earning a livelihood, respect for property, absence of leisure arts, and industry of the tribe.

2425. MENG, C. Y. W. "General Chiang and the Professor-Student Conference in Nanking." *China Weekly Review* 75: 272-3, January 25, 1936.

An account of a conference of high government officials, educators, and students in Nanking in January, 1935, for the purpose of reaching some agreement concerning national policies, notably the suppression of student strikes. The writer inquires why almost no publicity was given to this meeting by the press, and no speeches were printed for the enlightenment of the Chinese people interested in national affairs.

2426. SCHOOL AND SOCIETY. "The Youth's Schools in Japan." *School and Society* 44:533, October 24, 1936.

A brief statement of the establishment of schools for young Japanese who have finished elementary school and are working. In October, 1935, there were over 16,000 such schools and more than 2,000,000 young persons enrolled, with a great demand for expansion of the program. Industry is being aided by the technical education offered to the masses, and the level of education for the entire country is raised by the general academic courses. Flexibility is the outstanding feature of the curricula of these new schools.

2427. SNOW, EDGAR. "The Genesis of the Students' Movement." *China Weekly Review* 75:163, January 4, 1936.

Speculations concerning the causes and direction of the student movement in South China, protests from the government against demonstrations, Japanese demands that university officials and fac-

ulty control patriotic outbursts against conditions in the northern provinces. The significance of this growing movement among the educated youth of China.

2428. WALES, NYM. "Students in Rebellion." *Asia* 36:446-53, July, 1936.

Defines the Chinese student group as an opposition political party serving as a check upon the local or national military absolutism in power. It is the only avenue of expression of popular opinion other than civil rebellion, since it is the only organizable body with daring and any power to protect its members. Analyzes student revolts, beginning with the first in 1919 and concluding with the most recent one of December, 1935. Lists the "Nine Principles" which member schools are pledged to support. Sees the student movement as the "manifestation of a gathering storm."

2429. WILDES, HARRY E. *Japan in Crisis*. New York: Macmillan, 1934. 300 p.

Student strife, p. 110-20.

J. LATIN AMERICA

2430. BEALS, CARLETON, AND JAMES, EARLE K. "Students Carry Guns." *Yale Review* 24:14-33, September, 1934.

Tells of the struggles of Latin American countries to emerge from feudal backgrounds and to throw off the bond of encroaching capitalistic influences from other countries. The youth of South America are a potent force in new political and national ideals, in the new literature and art. There is an account of the first student revolt, which occurred at the University of Cordoba, Argentina, and its results. The greatest handicap to the movement of youth has been the gulf existing between the educated minority and the masses, who are chiefly rural and illiterate.

2431. CAMARGO, G. BAEZ. "Evangelical Youth in Mexico Today." *Missionary Review of the World* 58:485-6, October, 1935.

The story of the formation in 1933 of the Union of Christian Young People from eight Evangelical denominations. Difficulties caused by the closing of Evangelical schools after the Mexican decree forbidding the teaching of religion. The part played by the organization paralleling our Boy Scouts, the "Salvationist Patrol" in Mexico City; youth leadership training camps.

2432. JAMES, E. K. "Apra's Appeal to Latin America." *Current History* 41: 39-44, October, 1934.

The history of *Alionza Popular Revolucionaria Americana*, a Peruvian socialist movement, since its beginning as a students' organization. It is extremely nationalistic and has become a powerful political faction.

2433. MACK, S. F. "Emerging Youth in Latin America." *Missionary Review of the World* 58:471-3, October, 1935.

Tells of the activity of young Latin Americans in recent years in the political, social, and religious affairs of their countries.

2434. SCHOOL AND SOCIETY. "Student Activities in South American Revolutions." *School and Society* 33:61, January 10, 1931.

Troubles which led to the killing of several students. The students of San Marcos University, Lima, joined the army movement against the government, followed by similar uprisings in Brazil and

Ecuador. In many instances there was a close contact with the labor element. Political leaders have expressed the hope that during the period of reconstruction following a change of administration the students will lend support and desist from rebellious acts.

2435. SOLER, J. J. "University Autonomy in Paraguay." *Bulletin of the Pan American Union* 65:842-4, August, 1931.

This article is introduced by a summary of the origin and purpose of the student movement.

2436. THOMPSON, WALLACE. "Students and Soldiers." *Outlook* 156:51, September 10, 1930.

The important part played by the students of the University of San Marcos, Peru, in national affairs; the political control of the universities of South America. Most of the students come from wealthy families and are attracted to the study of law.

2437. WEITZ, MARTIN M. "Student Welfare in Latin American Universities." *Religious Education* 32:35-42, January, 1937.

How university life in Latin America differs from that in the United States. There are more than 50 state-supported universities. Discusses students' relations to university administration, students' professional societies and social movements, campus life, and coeducation. The importance of the student movement in national politics. Looks with favor upon the gradually developing friendship between North America and Latin America.

CHAPTER XIX

BIBLIOGRAPHIES

- A. Youth Problems and Youth Surveys, Nos. 2438-2442
- B. Youth Movements Here and Abroad, 2443-2446
- C. Transient Youth, 2447-2450
- D. Occupations and Vocational Guidance, 2451-2454
- E. Education, 2455-2463
- F. Health, 2464-2469
- G. Child Welfare and Child Labor, 2470-2472
- H. Physical and Mental Development in Adolescence, 2473-2476
 - I. Family Life and Housing, 2477-2479
 - J. Leisure and Recreation, 2480-2484
 - K. Character and Citizenship, 2485-2487
 - L. Delinquency and Crime, 2488-2491
 - M. The Civilian Conservation Corps, 2492
 - N. Rural Youth, 2493-2495
 - O. Negro Youth, 2496-2499
 - P. Social Work Interpretation, 2500

ANY comprehensive survey of the literature of youth would be incomplete without mention of the numerous specialized bibliographies in the several fields treated in the foregoing chapters. Therefore about sixty are here assembled. Their classification approximately parallels the titles of the chapters of this book, although not every main heading will be found to have an accompanying reference list.

These compilations are of varying length and scope, but all make a valuable contribution to their respective fields. Many of them emanate from departments of the federal government and others from private organizations. Together they open avenues into a much broader area of recorded knowledge than could be entered in full detail in the present volume.

A. YOUTH PROBLEMS AND YOUTH SURVEYS

2438. EXTON, ELAINE. *Youth: A Contemporary Bibliography with Annotations*. Circular No. 152. Washington: U. S. Office of Education, 1935. 16 p. mimeo.

Seventy items concerning youth's problems in this day of economic and social change. Prepared for the Committee on Youth Problems.

2439. HARLEY, D. L. *Surveys of Youth: Finding the Facts*. American Council on

Education Studies. Series IV — American Youth Commission, Vol. I, No. 1. Washington: American Council on Education, 744 Jackson Place, 1937. 106 p. (50 cents)

A reference work on local and regional surveys of youth made during and since the depression. Consists of : (1) annotated bibliographical descriptions of published and manuscript reports of 131 surveys, indicating the year of gathering data, the number of youth included, their age range, and the nature and scope of the survey; (2) similar details of 35 surveys in progress or completed but not yet

reported upon; (3) tabulations summarizing the annotations in convenient form. Designed to afford a general view of recent youth-surveying activities and to enable the principal surveys relating to particular subjects or classes of youth to be readily identified. Names and addresses are included of persons to whom application should be made for copies of reports or for further information.

2440. LAWSON, WILLIE A. "Conservation of Youth: Suggestive Reading Materials." *Clubwoman GFWC* 17:15, October, 1936.

Seventeen selected references to recent pamphlets and articles dealing with various aspects of youth, including vocational guidance, leisure, education, local surveys, and the responsibility of business to boys and girls leaving school.

2441. NATIONAL EDUCATION ASSOCIATION, RESEARCH DIVISION. *Preliminary Bibliography on Youth*. Washington: 1201 Sixteenth St. N. W., May, 1935. 26 p. mimeo.

A list of 425 titles, classified but not annotated.

2442. SCHNAPPER, M. B. *Youth Faces War and Fascism: An Annotated Bibliography*. Youth Section, American League Against War and Fascism. New York: American League for Peace and Democracy, 268 Fourth Ave., 1937. 18 p.

Among the topics included are: peace, militarization, education and war, students against war, professional patriots, the American Legion, the D. A. R., the C. C. C., the Boy Scouts of America, the R. O. T. C., the Army and Navy, Italy, and Germany.

B. YOUTH MOVEMENTS HERE AND ABROAD

2443. BROWN, ANN D. *Youth Movements in the United States and Foreign*

Countries, Including a Section on the National Youth Administration. Washington: U. S. Library of Congress, Division of Bibliography, 1936. 46 p. mimeo.

A bibliography of 536 titles, of which 245 relate to the United States, and the remainder to youth in other countries, including China, England, France, Germany, Italy, Japan, Russia, Spain and Spanish America.

2444. MATTHEWS, M. ALICE. *The Youth Movement*. Reading List No. 19 (revised). Washington: Carnegie Endowment for International Peace, 700 Jackson Place, 1934. 8 p. mimeo.

120 items, partly annotated.

2445. WARREN, GERTRUDE L. *Youth Movements Abroad*. Circular No. 11. Washington: U. S. Department of Agriculture, Extension Service, March, 1935. 19 p. mimeo.

An address at the 1934 Conference of State 4-H Club Leaders in Washington, D. C. Defines a youth movement and discusses those in 13 foreign countries. Contrasts our youth activities with those abroad. Includes a bibliography of 82 titles, partly annotated.

2446. WILLIAMS, MARGUERITA P. *Youth Movements Here and Abroad*. Bulletin No. 135, Russell Sage Foundation Library. New York: Russell Sage Foundation Library, 130 E. 22nd St., 1936. 8 p. (20 cents)

In addition to about 60 references to youth organizations of various types, religious, pacifist, leisure, rural, political, and social, there is a directory of leading American youth movements with statements of purpose.

C. TRANSIENT YOUTH

2447. BASSETT, LUCY A. *Transient and Homeless Persons: A Bibliography*. Jack-

sonville, Florida: Transient Department, Florida Emergency Relief Administration, November, 1934. 87 p. mimeo. (38 cents)

A collection of annotations on official, professional, and popular material dealing with transient and homeless people, classified into the following divisions: Part I, General Background; Part II, Preliminary Contributions to Present Transient Program; Part III, Federal Transient Program; Part IV, Topical Classification of Transient and Homeless; Part V, Casework Technique and Special Problems; Part VI, Laws Pertaining to Settlement and Vagrancy.

2448. COMMITTEE ON CARE OF TRANSIENT AND HOMELESS. *Current Bibliography on Transiency* — No. 2. New York: 1270 Sixth Ave., February, 1937. 3 p. mimeo.

Approximately 50 references to reports, articles, and books published during 1936 and the first months of 1937 on the subject of relief, transiency, seasonal employment, legislation concerning transients, and health studies.

2449. COMMITTEE ON CARE OF TRANSIENT AND HOMELESS. *Theses and Studies on the Problem of Transiency and Homelessness*. New York: 1270 Sixth Ave., November, 1936. 4 p. mimeo.

A list of 40 theses and studies written since 1931, including several in progress, on the following topics: general transiency and non-residence, transient families, transient and homeless men, transient and unattached women, transient youth, migratory workers, negro transients, and studies of travelers' aid.

2450. HASSE, ADELAIDE. *Transients; Recent Studies, Reports, etc.: A Reference List*. Washington: Federal Emergency Re-

lief Administration, Research Library, April, 1934. 26 p. mimeo.

Annotated references to materials showing methods of caring for transient jobless employables, classified under the heads: general material — United States, foreign; transient families; transient minors; vagrancy and transiency legislation.

D. OCCUPATIONS AND VOCATIONAL GUIDANCE

2451. BENNETT, WILMA. *Occupations and Vocational Guidance: A Source List of Pamphlet Material*. New York: H. W. Wilson, 1934. 85 p. mimeo.

A buying list and index of pamphlets published recently, describing qualifications for and opportunities in the various occupations.

2452. PARKER, WILLARD E. *Books About Jobs: A Bibliography of Occupational Literature*. Preliminary Edition. Chicago: American Library Association, 520 North Michigan Ave., 1936. 402 p. (\$3.00)

The most complete bibliography in this field; 8,000 titles selected from publications of the past 15 years, classified under 28 general headings and annotated, describing opportunities in more than 600 occupations. Contains references suited to all ages from junior high school upward.

2453. PROFFITT, MARIS M. *Good References on Guidance*. Bibliography No. 2 (1936 revision). U. S. Office of Education. Washington: Government Printing Office, 1936. 11 p.

About 60 annotated references concerning administration, organization, programs, and instruction in guidance; occupations; vocational counseling; and pupil abilities and tests.

2454. WORKS PROGRESS ADMINISTRATION, ILLINOIS. *Careers and Occupations: Recent Books and Pamphlets in the Evanston Public Library on More Than 400 Vocations.* Evanston: Public Library, 1936. 201 p. mimeo.

About 400 publications are listed and classified, with call numbers of the material included for the convenience of readers in the Evanston Library. The majority of the literature has been published since 1930.

E. EDUCATION

2455. COWLEY, W. H. *The Personnel Bibliographical Index.* Columbus: Ohio State University, 1932. 433 p. (\$4.00)

An annotated list of 2,183 references on student personnel administration, graded according to their significance.

2456. EDUCATIONAL POLICIES COMMISSION. *A Bibliography on Education in the Depression.* Washington: Educational Policies Commission, 1937. 118 p. (50 cents)

Approximately 1,500 entries, unannotated, classified under eight main headings: historical and comparative problems, theory and philosophy of education, the student population, the program of instruction, staff personnel, organization and administration, finance and business management, and professional and scientific activities. Further classified under 29 subordinate rubrics. A brief introduction affords an overview of the literature of the period. The index of authors contains well above a thousand names.

2457. EILLS, WALTER C. *Good References on the Junior College.* U. S. Office of Education, Bibliography No. 31. Washington: Government Printing Office, 1935. 11 p.

Partially supplements the major bibliography on junior colleges which was published in 1930 by the U. S. Office of Education, containing 1,600 annotated titles. For additions to this comprehensive list, see monthly issues of the *Junior College Journal*.

2458. MARTENS, ELISE H., AND REYNOLDS, FLORENCE E. *Annotated Bibliography on the Education and Psychology of Exceptional Children.* U. S. Office of Education, Pamphlet No. 71. Washington: Government Printing Office, 1937. 42 p. (10 cents)

Approximately 350 references to books and pamphlets, also a few doctoral dissertations, published since about 1921. The subjects cover the blind and partially-seeing, crippled, deaf and hard-of-hearing, delicate, gifted, socially or emotionally maladjusted, mentally retarded, and speech defectives.

2459. McCABE, MARTHA R. *Good References on Discussion Meetings, Open Forums, Panels and Conferences.* U. S. Office of Education, Bibliography No. 30. Washington: Government Printing Office, 1935. 9 p.

Fifty annotated references.

2460. NATIONAL EDUCATION ASSOCIATION, RESEARCH DIVISION. *Bibliography on Adult Education.* Washington: 1201 Sixteenth St., N. W., 1935. 14 p. mimeo.

Includes a list of 25 national agencies in the field of adult education and a bibliography with 88 general references on adult education; eight references emphasizing research in adult learning, interests, and aptitudes; 35 references to state and local public school programs for adult education; and nine handbooks and study guides.

2461. PROCTOR, WILLIAM M. *Annotated Bibliography on Adult Education*. Los Angeles: Frank Wiggins Trade School, Printing Department, 1934. 124 p. (25 cents)

A compilation of references relating to the history, philosophy, aims, and administration of adult education. There are also sections dealing with American agencies for the promotion of adult education, and progress in the movement in other countries.

2462. SELECTED REFERENCES IN EDUCATION. *Supplementary Education Monographs*: No. 41, 1933, 190 p.; No. 42, 1934, 189 p.; No. 43, 1935, 198 p.; No. 44, 1936, 215 p. Chicago: University of Chicago Press. (90 cents each)

Beginning with the January issues, monthly lists of references to books, pamphlets, and periodicals have appeared in *Elementary School Journal* and *School Review*. Compilations are made yearly. The items are briefly annotated. In *Elementary School Journal* the topics covered during the year include: public school administration, preschool and parent education, kindergarten-primary education, education of exceptional children, teacher-training, and education in foreign countries. Subjects contained in *School Review* include: secondary instruction, administration, and organization; extra-curriculum; guidance; statistics and measurement; educational psychology; and higher education.

2463. SMITH, HENRY L., AND PAINTER, WILLIAM I. *Bibliography of Literature on Education in Countries Other Than the United States of America*. Bulletin of the School of Education, Indiana University, Vol. 13, March, 1937. Bloomington: Bureau of Cooperative Research, School of Education, Indiana University. 341 p. (75 cents)

Contains 3,510 items, briefly annotated, to material published in the English language since about 1918. Practically every nation in the world is represented and the references are arranged according to political divisions. Educational programs sponsored by governments, individuals, or any other agency are included.

F. HEALTH

2464. AMERICAN PUBLIC HEALTH ASSOCIATION. *Bibliography on Public Health and Allied Subjects*. Thirteenth Edition, September, 1935. New York: 50 West 50th St. 22 p.

Price list of books on public health, nutrition, mental hygiene, tuberculosis, nursing, vital statistics, and other subjects.

2465. AMERICAN PUBLIC HEALTH ASSOCIATION. *Bibliography on Public Health and Allied Subjects*. Fourteenth Edition, October, 1936. New York: 50 West 50th St. 23 p.

A price list of books and other materials published since about 1932, classified under these groupings: preventive medicine and public health, administration, laboratory, food and nutrition, vital statistics, industrial hygiene, mental hygiene, social hygiene, personal hygiene, tuberculosis, health education, nursing, medical history, reference, and miscellaneous.

2466. GREENE, EARL B., AND McCLOY, C. H. "Bibliography of Health and Physical Education." *American Physical Education Association, Research Quarterly* 7:3-43, December, 1936.

An exhaustive listing of books published between January, 1932, and January, 1936, which supplements a similar bibliography appearing in the *Research*

Quarterly for October, 1932. The references are divided into more than 50 classifications, covering many phases of health and physical education. A list of publishers is appended.

2467. RICHARDS, ESTHER L. *Mental Hygiene: A Bibliography*. Washington: American Association of University Women, 1634 I St., N. W., November, 1935. 19 p. mimeo.

A topical bibliography of approximately 250 titles. Sections on the origin and development of mental hygiene; its influence on formal education, and as a concept in the training of doctor and nurse; its relation to the child welfare movement, to social science, to industrial problems, to delinquency, and to religious education.

2468. U. S. PUBLIC HEALTH SERVICE. *Public Health Service Publications: A List of Publications Issued During the Period January-June, 1935*. Reprint No. 1699 from the Public Health Reports. Washington: Government Printing Office, 1935. 4 p.

Unannotated. Classified as periodicals, reprints from the Public Health Reports, supplements to the Public Health Reports, reprints from venereal disease information, public health bulletins, National Institute of Health Bulletins, miscellaneous publications, unnumbered publications.

2469. U. S. PUBLIC HEALTH SERVICE. *Public Health Service Publications: A List of Publications Issued During the Period July to December, 1935*. Reprint No. 1741 from the Public Health Reports. Washington: Government Printing Office, 1936. 3 p. mimeo.

Unannotated. Classified as follows: Periodicals, Reprints from the Public

Health Reports, Supplements to the Public Health Reports, Public Health Bulletins, National Institute of Health Bulletins, Unnumbered Publications.

G. CHILD WELFARE AND CHILD LABOR

2470. BEAL, CONSTANCE. *Child Labor*. Bulletin No. 126, Russell Sage Foundation Library. New York: 130 East 22nd St., August, 1934. 4 p. (10 cents)

About 85 references to publications issued since 1930 on such subjects as the child labor amendment, recommendations of various organizations, local studies of child labor, and the effects of the depression on the child worker.

2471. U. S. CHILDREN'S BUREAU. *Selected Bibliography on Child Labor and Related Problems*. Washington: U. S. Department of Labor, Children's Bureau, May, 1937. 3 p. mimeo.

About 35 references to materials available from a wide variety of sources, divided into the following classifications: General References, Special Aspects of Child Labor, and Child-Labor Amendment.

2472. U. S. CHILDREN'S BUREAU. *Selected List of Publications*. March 1, 1937. Washington: Government Printing Office. 21 p.

Literature classified under the following headings: child and maternal health and child development, birth and mortality statistics, child labor and vocational guidance, dependency and neglect, recreation, juvenile delinquency, social security, illegitimacy, social statistics, organizations for social services.

H. PHYSICAL AND MENTAL DEVELOPMENT IN ADOLESCENCE

2473. BROOKS, FOWLER D. "Mental Development in Adolescence." *Review of Educational Research* 6:85-101, 144-6, February, 1936.

Digests the findings of research studies and other writings for the period 1932-35, under the following headings: Age of Cessation of Mental Development, Rate of Mental Growth, Constancy of the I. Q., Range of Individual Differences, Sex Differences, Miscellaneous, Problems Needing Investigation. Includes a bibliography of 42 titles.

2474. JONES, HAROLD E. "Relationships in Physical and Mental Development." *Review of Educational Research* 6:102-23, 146-52, February, 1936.

Summarizes the literature and reports of investigations on this subject published from 1932 to 1935 and lists 131 references.

2475. MEREDITH, HOWARD V., AND STODDARD, GEORGE D. "Physical Growth and Development from Birth to Maturity." *Review of Educational Research* 6:54-84, 140-4, February, 1936.

A summary article covering the literature in this field for the years 1932 to 1935 and a bibliography of 100 titles.

2476. WELLMAN, BETH L. "Motor Development from Two Years to Maturity." *Review of Educational Research* 6:49-53, 139-40, February, 1936.

A summary of research reports and other literature of the subject published between 1932 and 1935, with a bibliography of 20 titles.

I. FAMILY LIFE AND HOUSING

2477. FAMILY WELFARE ASSOCIATION OF AMERICA. *Bibliography on Family Consultation Service*. New York: 130 E. 22nd St., 1936. 2 p. mimeo.

A list of 31¹ references for the most part published since 1930, supplementing *Family Consultation and Family Case Work*, a pamphlet issued by the Association.

2478. FULLER, HELEN, AND OTHERS. *Bibliography on Housing and Crime*. Washington: U. S. Department of Justice, Attorney General's Advisory Committee on Crime, October, 1936. 6 p. mimeo.

Seventy-three unannotated items, most of them published since 1920.

2479. THURSTON, FLORA M. *A Bibliography on Family Relationships*. New York: National Council of Parent Education, 60 East 42nd St., 1932. 273 p. (\$2.00)

Sixteen hundred classified and annotated references in education, social work, psychiatry, sociology, child development, home economics, law, and fiction, covering the period 1928-32.

J. LEISURE AND RECREATION

2480. AMERICAN LIBRARY ASSOCIATION. *An Index to Folk Dances and Singing Games*. Compiled by the Staff of the Music Department of the Minneapolis Public Library. Chicago: American Library Association, 1936. 202 p. (\$2.00)

Useful as a reference book since it is a compilation of more than 100 collections of folk dances, singing games, classic dances, tap and clog, square and contra dances.

2481. EXTON, ELAINE. *References on Leisure Education.* Washington: American Association of School Administrators, 1201 Sixteenth St., September, 1937. 64 p. mimeo. (25 cents)

A compilation of 257 annotated references to literature published during the past ten years, grouped under the following headings: the new leisure and modern trends in recreation; studies of the leisure-time interests and activities of young people; surveys of leisure-time facilities; courses of study and supplementary materials of use in developing leisure-time programs in the schools; and leisure-time bibliographies, directories, and reading lists. Educators, recreation workers, and young people in general will find much valuable material listed.

2482. THORNTON, GRACE P. *The New Leisure, Its Significance and Use.* Bulletin No. 117, Russell Sage Foundation Library. New York: 130 East 22nd St., February, 1933. 4 p. (10 cents)

A bibliography containing about 80 references to literature concerning hobbies, community programs, suggested uses of leisure, studies and reports, and general articles dealing with the growing problems of the use of leisure time.

2483. THORNTON, GRACE P. *The New Leisure, Its Significance and Use.* Bulletin No. 137, Russell Sage Foundation Library. New York: 130 East 22nd St., June, 1936. 4 p. (10 cents)

A revision of Bulletin No. 117, published in 1933. There are about 75 items referring to recent trends in the field, surveys of leisure-time activities, programs of leisure pursuits, and the uses of free-time.

2484. U. S. WORKS PROGRESS ADMINISTRATION, COMMUNITY ORGANIZATION FOR LEISURE. *A Selected List of References to Recreation Program Material*

Available from the Agricultural Extension Services of the States. Washington: U. S. Works Progress Administration, June 15, 1936. 20 p. mimeo.

A list of pamphlets on plays, games, hobbies, singing, and outdoor activities.

K. CHARACTER AND CITIZENSHIP

2485. McCABE, MARTHA R. *Good References on Character Education.* U. S. Office of Education, Bibliography No. 15 (revised edition). Washington: Government Printing Office, 1935. 11 p.

Nearly 60 annotated references of interest to teachers, supervisors, and parents.

2486. MYERS, A. J. W. "Some Recent Writings on Character Education." *Religious Education* 31:192-7, July, 1936.

A report on some of the literature of the past five years "on the theory of religious, or character, education." The selection is an arbitrary one, dealing with personality and character, sources of personality, development of personality, functions of religion, and contributions of religion to personality. Concludes with a bibliography of 19 titles.

2487. NATIONAL EDUCATION ASSOCIATION, RESEARCH DIVISION. "Creating Social Intelligence: A Descriptive Bibliography." *Research Bulletin* 13:71-159, May, 1935. (50 cents). Same, *A Descriptive Bibliography of Social-Economic Education.* Report of the Committee on Social-Economic Goals of America, July, 1935. 93 p.

Lists 265 references to materials published since 1928 which describe experiments in character and citizenship training, adult education, club and home-room work, health and mental hygiene, social

studies, guidance, and student government projects in the public schools. There are lengthy annotations and the items are classified according to states.

L. DELINQUENCY AND CRIME

2488. FULLER, HELEN, AND OTHERS. *Bibliography on Recreation and Delinquency*. Washington: U. S. Department of Justice, Attorney General's Advisory Committee on Crime, October, 1936. 7 p. mimeo.

Eighty-eight unannotated references to literature published over a long period of years, from about 1910 to 1936.

2489. KENDALL, EVANGELINE. *List of References on Juvenile Delinquency*. Washington: U. S. Children's Bureau, March, 1936. 9 p. mimeo.

Approximately 60 briefly annotated items grouped under the headings of: individualized treatment of conduct problems, juvenile courts and probation, institutional care of juvenile delinquents, community organization for prevention of delinquency.

2490. RUSSELL SAGE FOUNDATION LIBRARY. *Crime, Its Cause and Prevention*. Bulletin No. 138. New York: 130 E. 22nd St., August, 1936. 4 p. (10 cents)

A list of nearly 70 references published since 1931, classified in this pamphlet as bibliographies, books and reports, conferences, and periodicals. A few of the items are annotated.

2491. SHURTLEFF, CAROLINE, AND OTHERS. *Annotated Bibliography in Juvenile Delinquency*. Washington: U. S. Department of Justice, Attorney General's Committee on Crime, April, 1936. 21 p. mimeo.

Contains 105 references classified under heads of books, periodicals, pam-

phlets, and reports. There is also a chapter describing community projects aimed toward reducing juvenile delinquency through organized efforts of citizens.

M. THE CIVILIAN CONSERVATION CORPS

2492. BROWN, ANN D. *A List of References on the United States Civilian Conservation Corps*. Washington: U. S. Library of Congress, Division of Bibliography, 1936. 26 p. mimeo.

Three hundred and sixty-five references, unannotated.

N. RURAL YOUTH

2493. COLVIN, ESTHER M. *Farm Youth in the United States: A Selected List of References to Literature Issued Since October, 1926*. Agricultural Economics Bibliography No. 65 (Supplements No. 17), June, 1936. Washington: U. S. Department of Agriculture, Bureau of Agricultural Economics. 198 p.

An annotated, classified bibliography of 461 items, including a list of agencies interested in rural youth and a detailed index to the references.

2494. U. S. DEPARTMENT OF AGRICULTURE. *Farm Youth*. Washington: U. S. Department of Agriculture, Library of the Bureau of Agricultural Economics, November, 1935. 10 p. mimeo.

A list of about 75 references, partly annotated, which supplements a similar bibliography issued in 1926.

2495. WEBB, EDITH J. *Boys' and Girls' 4-H Club Work in the United States*. Washington: U. S. Department of Agriculture, Extension Service, Office of Cooperative Extension Work, 1932. 217 p. mimeo.

A selected list of unannotated references published since about 1910, dealing with every phase of 4-H club work. Projects and programs, leadership, demonstration methods, conferences, camps and short courses, judging, games and recreation, farm management; field crops, livestock, and homemaking clubs; and clubs for Negroes.

O. NEGRO YOUTH

2496. CALIVER, AMBROSE, AND GREENE, ETHEL G. *Education of Negroes; A Five-Year Bibliography, 1931-1935*. U. S. Office of Education Bulletin, 1937, No. 8. Washington: Government Printing Office, 1937. 63 p. (10 cents)

A continuation of the similar bibliography issued in 1931 to cover the three-year period 1928 to 1930, inclusive. Annotated references on elementary, secondary, and higher education for Negroes, as well as general references, and the literature of vocational education and guidance, educational measurement, physical and health education, social and economic aspects of Negro education, religious education, and adult education. Also sections on the parts played by philanthropy and by the federal government, and the education of minority groups in other countries.

2497. COOK, KATHERINE M., AND REYNOLDS, FLORENCE E. *The Education of Native and Minority Groups: A Bibliography, 1932-34*. U. S. Office of Education, Pamphlet No. 63. Washington: Government Printing Office, 1935. 25 p. (5 cents)

Supplements Bulletin, 1933, No. 12, which covered the period 1923-32. This

pamphlet includes references on methods used by foreign governments as well as those used in continental and outlying parts of the United States.

2498. JOURNAL OF NEGRO EDUCATION. "A Selected Bibliography of Studies of Negro Education." *Journal of Negro Education* 5:534-5, July, 1936.

Seventy-one items classified under: I — Books, Bulletins, Pamphlets, Monographs (National Surveys, State Surveys); and II — Periodical References. Some of the references are dated prior to 1920, but the majority of them are more recent.

2499. U. S. OFFICE OF EDUCATION. *Bibliography on the Education of Negroes. Release 67479*. Washington: U. S. Office of Education, January, 1931. 9 p. mimeo.

Approximately 115 unannotated items, with a supplement bringing the list up to 1935.

P. SOCIAL WORK INTERPRETATION

2500. ROUTZAHN, MARY S. *Social Work Interpretation*. Bulletin No. 140, Russell Sage Foundation Library. New York: 130 East 22nd St., December, 1936. 4 p. (10 cents)

A bibliography of approximately 100 references to such topics as general publicity, public opinion, the newspaper, writing, radio, meetings and speaking, money raising, examples of interpretation, and source material for interpretation. The subjects range from public health, relief, and propaganda, to case work, group leadership, and principles of publicity.

DIRECTORY OF PUBLISHERS

(These are primarily publishers of books and pamphlets. Publication offices of periodicals are not included. Names of periodicals are in the index)

- Abingdon Press
150 Fifth Ave.
New York, N. Y.
- Affiliated Schools for Workers, Inc.
302 E. 35th St.
New York, N. Y.
- Alliance for Guidance of Rural Youth
401-402 Grace-American Bldg.
Richmond, Va.
(Formerly Southern Woman's Educational Alliance)
- Allied Youth
1201 Sixteenth St., N. W.
Washington, D. C.
- America Press
461 Eighth Ave.
New York, N. Y.
- American Association for Adult Education
60 E. 42nd St.
New York, N. Y.
- American Association of Collegiate Registrars
George Peabody College for Teachers
Nashville, Tenn.
- American Association of School Administrators
1201 Sixteenth St., N. W.
Washington, D. C.
- American Association of University Women
1634 Eye St., N. W.
Washington, D. C.
- American Baptist Publication Society
1701-1703 Chestnut St.
Philadelphia, Pa.
- American Book Co.
88 Lexington Ave.
New York, N. Y.
- American Council on Education
744 Jackson Place, N. W.
Washington, D. C.
- American Country Life Association
105 E. 22nd St.
New York, N. Y.
- American Education Press, Inc.
40 S. Third St.
Columbus, Ohio
- American Educational Research Association
1201 Sixteenth St., N. W.
Washington, D. C.
- American Forestry Association
919 Seventeenth St., N. W.
Washington, D. C.
- American Foundation for Mental Hygiene
50 W. 50th St.
New York, N. Y.
- American League for Peace and Democracy
268 Fourth Ave.
New York, N. Y.
(Formerly American League against War and Fascism)
- American Library Association
520 N. Michigan Ave.
Chicago, Ill.
- American Medical Association
535 N. Dearborn St.
Chicago, Ill.
- American Public Health Association
50 W. 50th St.
New York, N. Y.
- American Social Hygiene Association
50 W. 50th St.
New York, N. Y.
- American Sociological Society
University of Pittsburgh
Pittsburgh, Pa.
- American Sports Publishing Co.
105 Nassau St.
New York, N. Y.
- American Students' Foundation
RKO Bldg.
New York, N. Y.
- American University Graduate School
Washington, D. C.
- American Youth Commission of the
American Council on Education
744 Jackson Place, N. W.
Washington, D. C.
- American Youth Congress
55 W. 42nd St.
New York, N. Y.

- American Youth Hostels, Inc.
Northfield, Mass.
Ann Arbor Press
Ann Arbor, Mich.
- Appleton-Century, D., Co., Inc.
35 W. 32nd St.
New York, N. Y.
- Arkansas Agricultural Experiment Station
Fayetteville, Ark.
- Association of Governing Boards of State
Universities and Allied Institutions
D. W. Springer
Woodward Bldg.
Washington, D. C.
- Association Press
347 Madison Ave.
New York, N. Y.
- Association for the Study of Negro Life and
History
1538 Ninth St., N. W.
Washington, D. C.
- Association of Urban Universities
R. M. Ihrig
Carnegie Institute of Technology
Pittsburgh, Pa.
- Badger, Richard G.
(Now associated with Chapman & Grimes)
110 Mt. Vernon St.
Boston, Mass.
- Baird-Ward Co.
Nashville, Tenn.
- Baker Printing Co.
Newark, N. J.
- Baker, Walter H., Co.
178 Tremont St.
Boston, Mass.
- Baltimore City Department of Education
3 E. 25th St.
Baltimore, Md.
- Banta, George, Publishing Co.
450 Ahnaip St.
Menasha, Wisc.
- Barnes, A. S., & Co.
67 W. 44th St.
New York, N. Y.
- Birchard, C. C., & Co.
221 Columbus Ave.
Boston, Mass.
- Bloch Publishing Co., Inc.
31 W. 31st St.
New York, N. Y.
- B'nai B'rith Hillel Foundations
625 E. Green St.
Champaign, Ill.
- Board of Education
330 S. Ludlow St.
Dayton, Ohio
- Board of Education of the City of New York
500 Park Ave.
New York, N. Y.
- Boy Scouts of America
2 Park Ave.
New York, N. Y.
- Boys' Clubs of America, Inc.
381 Fourth Ave.
New York, N. Y.
- Brush Foundation
2109 Adelbert Rd.
Cleveland, Ohio
- Bureau of Cooperative Research
Indiana University, School of Education
Bloomington, Ind.
- Cape, J. Jonathan, Ltd.
30 Bedford Sq.
London, W. C. 1, England.
- Carnegie Endowment for International Peace
700 Jackson Place, N. W.
Washington, D. C.
- Carnegie Foundation for the Advancement of
Teaching
522 Fifth Ave.
New York, N. Y.
- Catholic University of America
Brookland, Washington, D. C.
- Century Co.
(See Appleton-Century)
- Children's Aid Society
72 Schermerhorn St.
Brooklyn, N. Y.
- Civic Committee on Unemployment
34 Court St.
Rochester, N. Y.
- Claremont Colleges, Guidance Center
Claremont, Calif.
- Clark Publishing Co.
Los Angeles, Calif.
- Clemson College Agricultural Experimental Station
Clemson, S. C.
- Cokesbury Press
810 Broadway
Nashville, Tenn.

- Columbia University Press
2960 Broadway
New York, N. Y.
- Committee on Care of Transient and Homeless
1270 Sixth Ave.
New York, N. Y.
- Committee on Unemployed Youth
Room 822
50 W. 50th St.
New York, N. Y.
- Commonwealth Fund
41 E. 57th St.
New York, N. Y.
- Community Chests and Councils, Inc.
155 E. 44th St.
New York, N. Y.
- Community Service, Inc.
315 Fourth Ave.
New York, N. Y.
- Connecticut Agricultural Experiment Station
Storrs, Conn.
- Connecticut State Employment Service
Hartford, Conn.
- Constable & Co., Ltd.
10-12 Orange St.
Leicester Sq.
London W.C.2, England
- Cook, The Robert C., Co.
277 Broadway
New York, N. Y.
- Cornell University Agricultural Experiment
Station
Ithaca, N. Y.
- Cornell University, Department of Rural Social
Organization
Ithaca, N. Y.
- Council of Church Boards of Education in the
United States of America
744 Jackson Place, N. W.
Washington, D. C.
- Council of Social Agencies
70 N. Water St.
Rochester, N. Y.
- Covici-Friede, Inc.
432 Fourth Ave.
New York, N. Y.
- Crofts, F. S., & Co.
41 Union Sq., W.
New York, N. Y.
- Cullom & Ghertner
Nashville, Tenn.
- Dauphin Publishing Co.
Harrisburg, Pa.
- David Press
1329 S. Alvarado St.
Los Angeles, Calif.
- Day, John, Co., Inc.
386 Fourth Ave.
New York, N. Y.
- Dearborn Publishing Co.
Dearborn, Mich.
- Department of Public Welfare
Olympia, Wash.
- Department of Social Welfare, Division of
Administration of State Institutions
112 State St.
Albany, N. Y.
- Detroit Public Schools, Research Division
1354 Broadway
Detroit, Mich.
- Dial Press, Inc.
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